MIFSS 3

Model for Integrated Foundation Skill Support

in wholesale, retail and personal services 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 wholesale, retail and personal services 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 wholesale, retail and personal services 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 wholesale, retail and personal services 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 SIR07 Retail Services Training Package to do with communication, customer service and work health and safety:

- SIRXCLM101 Organise and maintain work areas
- SIRXCOM101 Communicate in the workplace to support team and customer outcomes
- SIRXWHS101 Apply 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 wholesale, retail and personal services 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	**SIRxxxxxxA 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:

Familiarise learners with a wholesale, retail and personal services 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.

Identify the snapshot section relevant to the session you will be delivering.

Consider the suggested session plan for that snapshot when preparing your training delivery.

Choose a tool from Section 4, Appendix 9.4, or one of your own tools and customise it as required for your delivery context.

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.

Review your learner core skill profiles to decide if any learners need individual support. Again, Section 8 can help you do this.

Seek help from your organisation when specialist learner support is needed. Remember that the FSK units can be customised and co-delivered as support.

Deliver your session using support tools from this resource as appropriate.

The checklist on page 49 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 Wholesale, retail and personal services scenario

2.1 About the scenario

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

The example scenario below is set in a hairdressing salon and involves Tarni, who works in the salon and has been set the task of preparing a window display of products.

Tarni is faced with a number of core skill demands when her colleague Jonno knocks down one of the glass shelves causing a product spill and subsequent chemical reaction and cuts his finger. She deals with the incident as best she can, but as a consequence has to carry out a number of follow-up tasks that test her core skill capacity.

It does not really matter if your learners will ever have to know about a hairdressing salon, dangerous good spills, or cut fingers. 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 wholesale, retail and personal services contexts.

The scenario involves:

- carrying out a workplace activity that involves planning and organisation
- an incident where someone is injured and minor first aid is needed
- reading procedures and complex information (like safety data sheets)
- filling out an Incident Report form
- maintaining customer service
- a number of communications with clients, 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 51 can be used as a prompt to help you build that scenario.

2.2 The scenario

Tarni had not actually seen the accident happen. She had gone out the back to get the step ladder and had left the bottles of relaxer product and colour developer on the temporary glass shelving. Then she heard Jonno opening the shop door and a muffled bump, his startled yelp, and the crash.

By the time Tarni got back out into the salon, it was clear that they had what her manager Marion would call 'a situation' on their hands.

Jonno was crouched over the spilled coffees and the boxes of product that had fallen when he had accidentally bumped the shelving, causing it to crash to the ground. As he picked up one of the product boxes, liquid started dripping out onto the floor. There was broken glass everywhere. Then she saw the blood coming from his thumb.

It was a bit chaotic there for a minute. Jonno was struggling to get up on the slippery floor and Tarni was not sure how badly he had hurt himself. It turned out that he was okay – it was not a deep cut, but he was a little in shock. After a few seconds though, the cut really started to sting from the chemicals.

Tarni was surprised how well she remembered things from her first aid training – like the blood rule, and putting on gloves first, and remembering that it was best to run the cut under cold water rather than warm. Jonno always gave Tarni a hard time about most things – he was like a big brother – but she knew on this occasion even he was impressed.

It was only after she had tended to Jonno's cut that they noticed the strange smell. She could feel her lungs struggling with the fumes and her eyes were burning and watering. It was the two liquids mixing together that did that, they had decided later.

She just could not believe it when she looked up and saw one of their old regular clients, Mrs Ross, peering in through the window and then, when seeing the mess, coming straight to the door and trying the handle, even though the sign Tarni had made said the salon was closed. Tarni opened the door as calmly as she could (although she knew Mrs Ross could tell she wasn't), and explained that the salon was closed and that they were dealing with a situation. She promised to ring Mrs Ross back later to arrange another appointment. She had seemed okay with that and Tarni made a quick note in the appointment book so she would remember.

That was the trouble with trying to get a display like that up quickly and without enough help.

When Marion had given her the new job of getting the display done Tarni had been really pleased, but it worried her when she realised that it would be such a rush to take delivery, unpack the boxes and sort out the products, set up the new shelving and get everything done in half a day. An impossible challenge really.

Marion was due back soon and there was so much to do before she got back.

They had a plan! They knew Marion would have lots of questions. Tarni and Jonno had already had a chat about it and knew that they would need to fill in an Incident Report for Jonno's thumb. But first things first!

Getting the mess cleaned up took quite a while. Once they realised that there was a chemical reaction happening they had had to find the safety data sheets in the salon's procedures folder at the front desk to check what to do. Those things were not easy to read when you were in a hurry.

They got the gloves and face masks on, got the bin ready for the glass, and were just starting to mop up when Marion pulled up out the front.

It turned out Marion was not as mad about things as Tarni had expected. They talked through the accident and then Marion went and got the report forms from the filing cabinet and they filled them in together. Whenever Tarni or Jonno got stuck with difficult parts, Marion was good at helping them write about the facts.

Jonno had a really good idea about writing up some simple instructions to stick up in the storeroom about what to do about chemical spills. They knew that they had had trouble understanding the relaxer safety data sheet, and so he and Tarni had agreed to do it together.

Tarni was exhausted. By the time they had everything cleaned up and the display finished it was time to go home.

It was then that she remembered Mrs Ross ……

SSA units	SIRXCLM101 Organise and maintain work areas
	SIRXCOM101 Communicate in the workplace to support team and customer outcomes
	SIRXWHS101 Apply safe work practices
Core skill demands of SSA unit	Speaking ACSF L3–4
	Listening ACSF L3–4
	Reading ACSF L3
	Writing ACSF L2–3
FSK units	FSKOC07 Interact effectively with others at work
	FSKRDG11 Read and respond to complex workplace information
	FSKWTG08 Complete routine workplace formatted texts

3 Snapshots

3.1 Workplace procedures for incidents

3.1.1 Links

SSA unit	**SIRXWHS101 Apply safe work practices** Critical aspects for assessment and evidence required to demonstrate competency in this unit: • applies safe work practices in all areas of the store, according to WHS and codes of practice • applies appropriate store policies and procedures and legislative requirements in regard to following basic safety procedures, and reports faults and problems to relevant person, department or committee • identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures • reads, interprets and applies manufacturer instructions for using and storing hazardous goods • applies store policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store.
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	▶ 1 Quiz: What is in an Incident Report
	2 Key facts about Jonno's incident
	3 Cause and effect
	4 Complete an Incident Report form
	▷ 5.1 Incident word match
Trainer tips	6.3 Reading strategies
	6.4 Writing strategies

3.1.2 Set the scene for the snapshot

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

How to set the scene

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

There are more tips on how to support learners' reading in Section 6.3 Reading strategies on page 52.

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.

> When accidents of any kind happen it is not unusual for people to panic, or at least to get a bit flustered, and later not to remember clearly what happened.
>
> It is important to be accurate and emotion-free when reporting an incident. This is easier said than done!
>
> This snapshot focuses on writing conventions for routine workplace formatted texts.
>
> Learners can be introduced to simple concepts, such as sequencing and cause and effect, which they can refer back to as a model for reporting an incident in writing.
>
> The activities allow for planning, drafting, proofreading and reviewing an incident report.

Snapshot:

When Marion looked through the salon window as she pulled up and saw Tarni and Jonno with the mops, she knew something was wrong.

Walking in and seeing the spilt chemicals and broken bottles, she was more relieved than anything to see them both there with their gloves and face masks on.

She was actually really proud of them. If they had not protected their skin and breathing, they would have been in real trouble.

Marion knew that they needed to complete an Incident Report form but she also knew that Tarni had never completed one before. She might need some help to get it done properly.

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 1 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 2 Key facts about Jonno's incident** – a cloze exercise.

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

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

5   Depending on learner needs, before learners complete the quiz you may wish to develop a 'word match' activity based on the structure of the example **Word Match** on page 44. You can develop this tool based on the vocabulary in the form you use. It will help familiarise learners with critical terms in the form.

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

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 6.4 Writing strategies on page 53.

7   Talk to learners about the notion of cause and effect – that when one action happens it results in a consequence. Learners complete **Tool 3 Cause and effect** and compare answers. Discuss why cause and effect is important to consider when reporting an incident.

8   Learners complete **Tool 4 Complete an Incident Report form**, based on the scenario on page 8 – or another context-specific form that you may have or may select from Appendix 9.4.

Where possible, in pairs learners compare their written responses.

9   Consider the numeracy demands that may be required when filling in the incident form.

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

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

language of amount, such as *more, less, cupful, mL, litres*

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

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

Ask learners to go back over their Incident Report forms and identify any of the words used to describe the incident that are related to numeracy.

For example: When did the incident happen? How much mixture was spilt?

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

11 Ask those learners who are in a workplace to bring an Incident Report form from their work to share with the group in the next session.

3.2 Read and respond to important workplace documents

3.2.1 Links

SSA unit	**SIRXCLM101 Organise and maintain work areas** Evidence of the following is essential: • applies housekeeping duties to work area, point-of-sale terminals, walkways, fixtures and display areas • applies safe work practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to: o store policy and procedures o WHS legislation and codes of practice o industry codes of practice o manufacturer instructions and design specifications • applies store housekeeping program for work area and reports faults and problems to relevant person or department • reads, interprets and applies manufacturer instructions for cleaning products, tools and equipment • completes tasks in set timeframe.
Core skill demands of SSA unit	Reading ACSF L3 Writing ACSF L3
FSK unit	**FSKRDG11 Read and respond to complex workplace information** Performance evidence: • analyse and evaluate information from complex workplace texts to complete workplace tasks. Evidence must be collected using complex texts typically found in the workplace. Knowledge evidence: • purpose and features of complex workplace texts • specialised or technical vocabulary relevant to complex workplace texts • reading strategies to analyse and critically evaluate information from complex workplace texts.
Delivery tools	▶ 5 Read an SDS 6 Write an email ▷ 5.2 Jonno's spelling
Trainer tips	6.3 Reading strategies 6.4 Writing strategies 6.5 Using mind maps

3.2.2 Set the scene for the snapshot

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

How to set the scene

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

There are more tips on how to support learners' reading in Section 6.3 Reading strategies on page 52.

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.

Reading

Even in a practical, hands-on job there will still be some reading to do.

The reading can often be about the way things need to be done to keep the workplace safe and healthy and is usually quite complex and written in a formal tone.

The challenge is to be able to read documents that provide you with guidance or specific information about what to do, and to apply it to your own work situation when you need to.

Communicating

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

Sometimes you may need to provide feedback to someone at work about a procedure or process that is not working.

It is important to think through the best way to provide feedback so that you make your message clear without insulting someone. Keeping feedback professional and constructive is important.

3.2.3 Suggested session plan

Snapshot 1:

Tarni found the salon workplace procedures folder and then had to look through all the information there to find the SDS – the safety data sheets – about the relaxer product that had been spilt.

From the smell and the fumes, Tarni thought it was the least relaxing thing she had ever smelled! She had a joke with Jonno about that later. But at the time, they were both so worried, they found it hard to read through all the information in the SDS and to work out what to do. There had been no time for jokes.

1 Learners read the excerpt from the safety data sheet in **Tool 5 Read an SDS** to find the information that Tarni had read in the SDS for 'Ultra Gentle Grey Hair Relaxer'.[5]

Before they begin to answer the questions in that tool, explain to them that there will often be new words that they 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:

• **Skin:**
Not expected to be irritating, sensitising, photoallergenic or phototoxic when used as intended. If irritation occurs following intended use or prolonged contact it is expected to be mild and transient.

Tell your learners: There were a number of words in the safety data sheet *Ultra Gentle Grey Hair Relaxer* that Tarni did not know. 'Photoallergenic' and 'phototoxic' were a couple she did not know, so she circled them to look up later, and then she kept reading.

Now ask learners to complete **Part A** of **Tool 5 Read an SDS**.

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[5] Information adapted from
www.pgproductsafety.com/productsafety/msds/beauty_care/haircare/ultrasheen/Ultra_Sheen_Gentle_Treament_Gray_Hair_Relaxer_(11-07).pdf, accessed August 2013

2   The safety data sheet contains a lot of information that Tarni and Jonno needed to follow to manage the spill correctly.

Learners re-read the SDS and answer the remaining questions in **Part B** and **Part C** of **Tool 5 Read an SDS**.

There is a range of other safety information in Appendix 9.4 that you could use for similar text analysis activities.

3   Provide feedback about store procedures

Snapshot 2:

> When they had gone to the storeroom to get the equipment to clean up, Tarni and Jonno could not find any eye protection or the spill kit. They also noticed that there was only one bucket and mop in the cupboard, even though the store housekeeping manual indicated there should be one mop for everyday use to mop the salon floor and another one for emergencies.
>
> The first aid kit that Tarni had found looked like it had probably not been used in a long time. It was nearly empty, and the Band-Aids looked a little old and tired. The whole kit could do with refreshing.
>
> Tarni and Jonno also thought that there needed to be some simplified information in the procedures manual, because they had found the safety data sheet too hard to read in an emergency.
>
> They realised that they should tell Yusef what they had found. Yusef was the salon's health and safety representative.
>
> Jonno said he would write Yusef an email.

Before doing the activity 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 6 Write an email** will help you with this.

There are also tips on how to support learners' writing in Section 6.4 Writing strategies on page 53.

Jonno's email to Yusef read:

```
-------- Original Message --------
Subject: toohard and stuff missing
Date: Wed, 2 Oct 2013 09:17:12 +1000
From: Jonno
To: Yuseph <yusef@ohs.com.au>

Hey Yuseph. Me and Tarni have been talking and we reckon there
is a lot of important stuff missing or old in the storeroom
and we think you should fix it. Also the prosedures manual is
pretty stupid. The information in there is too hard to read
and so you don't know what u r doing. There are so many things
too go rong if you don't read it right. So you will just have
to think of something else. Ring me if you think of a better
idea.
C'ya
Jonno
```

You can see in Jonno's email that he has thought through the consequences of the missing equipment and the information in the manual being too hard to read in an emergency, but there are several things wrong with his approach.

Discuss if Jonno's email is professional and constructive? Why or why not?

4   Ask learners to discuss the flaws in both what Jonno tells Yusef, and how he expresses himself.

▶   Learners complete **Tool 6 Write an email** and then compare their answers.

5   Practise writing workplace texts.

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

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

Ask learners to re-read Snapshot 2 and make a set of notes about the things that Tarni and Jonno want to report to Yusef.

Discuss how to raise concerns in a way that is respectful of Yusef's role, but offers a workable alternative.

If your learners need additional support with:

▶ • Vocabulary, you can provide them with some scaffolding before asking them to complete the questions above. Remember, **Part A** of the tool on page 31 (**Tool 5 Read an SDS**) will help familiarise them with some of the new words in the safety data sheet for the *Ultra Gentle Grey Hair Relaxer*.

▷ • Spelling, you can provide them with some practice by using a tool based on Jonno's email (5.2 Jonno's spelling on page 45).

• A possible extension activity if you want learner's to develop clear writing skills would be to imagine they were Jonno and write some simple instructions to stick up in the storeroom about what to do about chemical spills.

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 54.

You can help learners understand more about **proofreading** by asking them to swap the email they have written to Yusef 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.

3.3 Communicate for a range of purposes

3.3.1 Links

SSA unit	**SIRXCOM101 Communicate in the workplace to support team and customer outcomes**
	Critical aspects for assessment and evidence required to demonstrate competency in this unit:
	• provides a welcoming environment by treating customers in a courteous and helpful manner
	• uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
	• interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
	• accesses, comprehends and processes information according to store policy and procedures
	• follows routine instructions and seeks advice and assistance if required
	• participates actively and positively within a workplace team.
Core skill demands of SSA unit	Reading ACSF L3
	Writing ACSF L3
	Speaking and Listening L3/4
FSK unit	**FSKOC07 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:
	Evidence of the following knowledge must be demonstrated:
	• oral communication strategies for spoken interactions
	• non-verbal communication for spoken interactions
	• grammar, vocabulary and pronunciation for spoken interactions.
Delivery tools	▶ 7 Talk to Mrs Ross
	8 Hard conversations
Trainer tips	6.3 Reading strategies
	6.6 Sensitive workplace conversations
	6.7 Speaking and listening strategies

3.3.2 Set the scene for the snapshot

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

How to set the scene

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

There are more tips on how to support learners' reading in Section 6.3 Reading strategies on page 52.

How to build the relevant vocabulary

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

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

Introduce learners to the snapshot

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

> A critical skill in any workplace is the ability to communicate effectively when interacting with others.
>
> There are a number of dynamics to consider in any interaction, such as the role of each speaker and the difficulty of the message to be conveyed.
>
> Sometimes we need to be quick and effective in our communication, for example in an emergency, while at other times there needs to be more thought put into how to best convey the message.
>
> This snapshot helps learners practise a number of verbal interactions and to think about the language choices they need to make to get their message across.

3.3.3 Suggested session plan

Snapshot:

Tarni was exhausted when she finally put on her coat to make her way home.

She and Jonno had finished the display and had even had a laugh about how funny Jonno had looked slipping around in the spilled coffee, but Jonno had not been very happy when Marion had asked him why he had left Tarni alone and gone out when he was supposed to be supervising. He had just shrugged and then sat there staring at Tarni as if she should cover for him.

Tarni did not know what to say. She hoped the situation would not ruin their friendship. It was hard when your supervisor was also one of your brother's best friends. She would have to clear things up with him.

Marion had been much more understanding than Tarni had expected, but she did ask Tarni to have a think about the things she would do better next time, and to come back and have a chat to her about it.

Even Mrs Ross had not kept her on the phone too long when she had called her back to book her appointment.

Walking in her front door later that evening, Tarni couldn't wait to talk with her mum about her day and get some help in thinking through what she might say to both Jonno and Marion.

1   Discuss the importance of communication in a customer service context, and how a courteous and helpful manner can be conveyed through what you say (your expressions and vocabulary) and how you say it (your tone and register).

▶ Learners complete **Tool 7 Talk to Mrs Ross**.

2   Discuss what learners think Tarni's follow-up conversations with both Jonno and Marion will be.

Section 6.6 Sensitive workplace conversations on page 55 can help you prepare for this discussion.

There are also tips on how to support learners' speaking and listening skills in Section 6.7 Speaking and listening strategies on page 56.

▶ Learners complete **Tool 8 Hard conversations** and then compare their answers.

The activity below also helps learners:

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

3   Discuss workplace procedures

After Marion had talked with Tarni, she gave her the salon's procedures on setting up displays. She asked Tarni to read them again, because she wanted to make sure that Tarni knew what to do if something like this happened again. Marion asked Tarni to note down anything she should have done differently so that they could talk about it tomorrow at work.

Learners read the procedures below and write down what they think Tarni would put in her notes.

This was the information from the salon's procedures folders that Marion gave Tarni after they had spoken.

Displays at Marion's

Marion's is committed to creating a pleasant and safe environment in which to work.

Here are some guidelines for personnel to follow when they are setting up displays in our store. This will help us maintain a safe environment for our employees and customers.

· Always be aware of your surroundings and clean up after yourself.

· Do not leave trolleys or step ladders on the sales floor.

· Do not leave pallets or boxes of product on the sales floor. If you have overstock, check with the store manager for proper storage.

· Secure and double check all displays for stability. Inspect the surrounding floor area for debris or hazards.

· Be polite to our customers. If a problem arises, notify management immediately.

· Use common sense.

· Always follow and use proper safety procedures, and practice good judgement when it comes to safety.

4 Delivery tools

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

1 Quiz: What is in an Incident Report

2 Key facts about Jonno's incident

3 Cause and effect

4 Complete an Incident Report form

5 Read an SDS

6 Write an email

7 Talk to Mrs Ross

8 Hard conversations

Tool 1 Quiz: What is in an Incident Report

SALON 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 Jonno falling and the chemicals mixing.

☐ True ☐ False

6   'Details of medical/first aid provision' is where Tarni would write about her first aid training.

☐ True ☐ False

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

☐ True ☐ False

Tool 2 Key facts about Jonno's incident

Fill in the missing word or words.

1   Tarni had felt pleased when Marion had given her the new job of getting the
    _____ done.

2   Jonno had his hands full with coffee when he bumped the _____ .

3   The liquids mixed together and caused a _____ .

4   Tarni was out the back when she heard _____ and a crash.

5   Tarni and Jonno looked at _____ to find out about the chemical
    reaction.

6   When Jonno and Tarni went to the storeroom they could not find the _____ .

7   The personal protective equipment Tarni and Jonno used were gloves and
    _____ .

8   They put the gloves on to protect _____ .

9   When Marion arrived she helped them _____ .

Tool 3 Cause and effect

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

As you read the story on page 7, fill in the table below by choosing one of the following.

- Jonno bumped the display when he returned with the coffees
- The relaxer product and colour developer mixed together
- Tarni made a note in the appointment book to remind herself to ring Mrs Ross back
- The shelving fell and shattered, and the products spilled
- Tarni had to fill in an Incident Report form
- A terrible smell developed that burned Tarni's eyes
- Mrs Ross came to the store

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

An example of one has been done for you.

Cause	Effect
1 Jonno bumped the display when he returned with the coffees	The shelving fell and shattered, and the products spilled
2 The relaxer product and colour developer mixed together	
3 Jonno bumped the display when he returned with the coffees	
4 Mrs Ross came to the store	

Tool 4 Complete an Incident Report form

SALON 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:

Tool 5 Read an SDS

Tarni found the salon's workplace procedures folder at the front desk. In the folder, she found a safety data sheet (SDS) for 'Ultra Gentle Grey Hair Relaxer'.[6]

Read the SDS information and then answer the questions on the next page.

SECTION 1 - HAZARDS IDENTIFICATION

This product is safe for consumers and other users under intended and reasonably foreseeable use.

POTENTIAL HEALTH EFFECTS:

• Eye:

Relaxer/Activator: Contact may cause blindness. Risk of serious damage to eyes.

• Skin:

Not expected to be irritating, sensitising, photoallergenic or phototoxic when used as intended. If irritation occurs following intended use or prolonged contact it is expected to be mild and transient.

• Inhalation:

May cause mild, transient respiratory irritation. Avoid prolonged contact to concentrated vapours.

• Ingestion:

Product used as intended is not expected to cause gastrointestinal irritation. Accidental ingestion of undiluted product may cause mild gastrointestinal irritation with nausea, vomiting and diarrhoea.

SECTION 2 - FIRST AID MEASURES

• Eye:

Following accidental eye exposure, thorough rinsing of the affected area for 15-20 minutes with clean, cold water is recommended. If discomfort or irritation persists, contact a physician. If the eyes or face becomes swollen during or following use, consult a doctor or emergency room immediately.

• Skin Problem:

Thoroughly rinse with water. Discontinue use of product. If discomfort persists and/or the skin reaction worsens, contact a doctor immediately.

• Inhalation:

If respiratory irritation occurs, remove individual to fresh air.

• Ingestion:

Accidental ingestion of product may necessitate medical attention. In case of accidental ingestion dilute with fluids (water or milk) and treat symptomatically. Do not induce vomiting.

SECTION 3 - ACCIDENTAL RELEASE MEASURES

• Procedures for Spill/Leak Clean-up:

Absorb spills with inert material. Dilute with water. Absorb liquid and scrub the area with detergent.

Use safety glasses or safety goggles if splash hazards exist; use gloves and other protective clothing (apron, boots, etc.) to prevent skin contact.

SECTION 4 - DISPOSAL CONSIDERATIONS

Do not discharge product into natural waters without pre-treatment or adequate dilution. Product ingredients are expected to be safe for the environment at concentrations predicted under normal use and accidental spill scenarios. Packaging components are compatible with the conventional solid waste management practices.

---

[6] Information adapted from
www.pgproductsafety.com/productsafety/msds/beauty_care/haircare/ultrasheen/Ultra_Sheen_Gentle_Treament_Gray_Hair_Relaxer_(11-07).pdf

Part A

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.	

Part B

Using the SDS above, fill in the table below. The first one has been done for you.

The scenario	Potential health effects	First aid measures
Jonno's cut began to sting from the chemicals	Mild and transient	Rinse with water. Discontinue use of product. If reaction worsens, contact doctor.
Tarni could feel her lungs struggling with the fumes		
Tarni's eyes were burning and watering		

Part C

1   Tarni and Jonno wore gloves and face masks when they mopped the floor. Which two other pieces of personal protective equipment (PPE) should they have worn to be safe?

2   Once the spilled product was mopped up and the glass wrapped in newspaper could Tarni dispose of it in the normal rubbish collection? Why or why not?

3   Would it be okay for any unspilled product to be poured down the sink? Why or why not?

Tool 6 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

Jonno wrote this email to Yusef (the salon's health and safety representative), about the procedures manual.

```
Jonno-------- Original Message --------
Subject: toohard to follow
Date: Wed, 2 Oct 2013 09:17:12 +1000
From: Jonno
To: Yuseph <yusef@ohs.com.au>

Hey Yuseph. Me and Tarni have been talking and we reckon
there is a lot of important stuff missing or old in the
storeroom and we think you should fix it. Also the
prosedures manual is pretty stupid. The information in
there is too hard to read and so you don't know what u r
doing. There are so many things too go rong if you don't
read it right. So you will just have to think of something
else. Ring me if you think of a better idea.

C'ya

Jonno
```

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

Tip	Jonno'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 7 Talk to Mrs Ross

> Mrs Ross is an elderly client who comes to the salon once a week to have her hair washed and dried. She always looked forward to her weekly appointment as everyone at the salon was always friendly and helpful.

1   Write a short script for the conversation Tarni had with Mrs Ross when she rang her back to arrange her appointment:

Tarni: _____

_____

Mrs Ross: _____

_____

Tarni: _____

_____

Mrs Ross: _____

_____

2   Here are three different ways Tarni responded to Mrs Ross when she came to the salon door during the incident:

Tarni 1:   Hi Mrs Ross! Jonno was supposed to be supervising me while I put up a display but he went to get us coffee and then he smashed the shelving when he came back. Some chemical stuff is happening and we are trying to clean up before the boss gets back, so I can't talk to you now.

Tarni 2:   Hello Mrs Ross. Nice to see you. We are dealing with an incident here right now and for your safety it is better if I just take a message and get back to you later if that is okay?

Tarni 3:   Oh hi Mrs R. Listen, can you come back another time? Something's going down in here.

For each approach, discuss or write down how you think Mrs Ross would react.

Mrs Ross 1: _____

_____

Mrs Ross 2: _____

_____

Mrs Ross 3: _____

_____

3   Which one of the three responses shows the best regard for discretion, tact and
    confidentiality? Why?

    _____

    _____

    _____

Tool 8 Hard conversations

Tarni was exhausted when she finally put on her coat to make her way home. She and Jonno had finished the display and had even had a laugh about how funny Jonno had looked slipping around in the spilled coffee, but Jonno had not been very happy when Marion had asked him why he had left Tarni alone and gone out when he was supposed to be supervising. He had just shrugged and then sat there staring at Tarni as if she should cover for him.

Tarni did not know what to say. She hoped the situation would not ruin their friendship. It was hard when your supervisor was also one of your brother's best friends. She would have to clear things up with him.

Marion had been much more understanding than Tarni had expected, but she did ask Tarni to have a think about the things she would do better next time, and to come back and have a chat to her about it. Even Mrs Ross had not kept her on the phone too long when she had called her back to book her appointment.

Walking in her front door later that evening, Tarni couldn't wait to talk with her mum about her day and get some help in thinking through what she might say to both Jonno and Marion.

1 Tarni talks with Jonno

Tarni wants to talk with Jonno about how they had handled the situation and the fact that she had known he was angry with her during the conversation with Marion, because of his body language. She really likes Jonno but some of what had gone wrong was his responsibility and she could not make excuses for that. She wants to check that what happened would not impact on their friendship or on their ability to work together positively as part of a workplace team in future.

Write a short script for the conversation Tarni wants to have with Jonno:

Tarni: _____

Jonno: _____
_____

Tarni: _____
_____

Jonno: _____
_____

Tarni: _____
_____

Jonno: _____
_____

2   Tarni talks with Marion

Tarni knows there had been some things she had done well and some other things that needed improvement. She wants to talk with Marion about the positive and negative aspects of the incident – how she had felt challenged and pleased to be asked to do the display, but under time pressure to get it done and a bit out of her depth. She also wants to tell Marion about the information that she and Jonno want to feed back to Yusef.

Write a short script for the conversation Tarni wants to have with Marion:

Tarni: _____

_____

Marion: _____

_____

Tarni: _____

_____

Marion: _____

_____

Tarni: _____

_____

Marion: _____

_____

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 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 for the Snapshot on page 13. Answers to this word match activity are on page 59.

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
reaction	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
display	something you wear or use to help you stay healthy and safe when you are doing a job
first aid	products put together in a shop to be seen or sold (noun) put something where it can be easily seen (verb)
incident report	something that happens in response to a situation or event
personal protective equipment (PPE)	information or facts about something

5.2 Jonno's spelling

Read the email that Jonno wrote to the salon's health and safety representative, Yusef, to find the spelling errors.

```
-------- Original Message --------
Subject: toohard to follow
Date: Wed, 2 Oct 2013 09:17:12 +1000
From: Jonno
To: Yuseph <yusef@ohs.com.au>

Hey Yuseph. Me and Tarni have been talking and we reckon there
is a lot of important stuff missing or old in the storeroom
and we think you should fix it. Also the prosedures manual is
pretty stupid. The information in there is too hard to read
and so you don't know what u r doing. There are so many things
too go rong if you don't read it right. So you will just have
to think of something else. Ring me if you think of a better
idea.
C'ya
Jonno
```

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

Jonno's spelling	Correct spelling

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

Jonno's slang	Correct way of writing it

5.3 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 Tarni'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 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, and preparing final copy.
- Build independence by providing less 'scaffolding' and encouraging more and more learner independence as they gain in experience and skills.

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 3.3.3 of this resource, the mind map in the figure begins to plot who Tarni will talk to and what she will say to Jonno.

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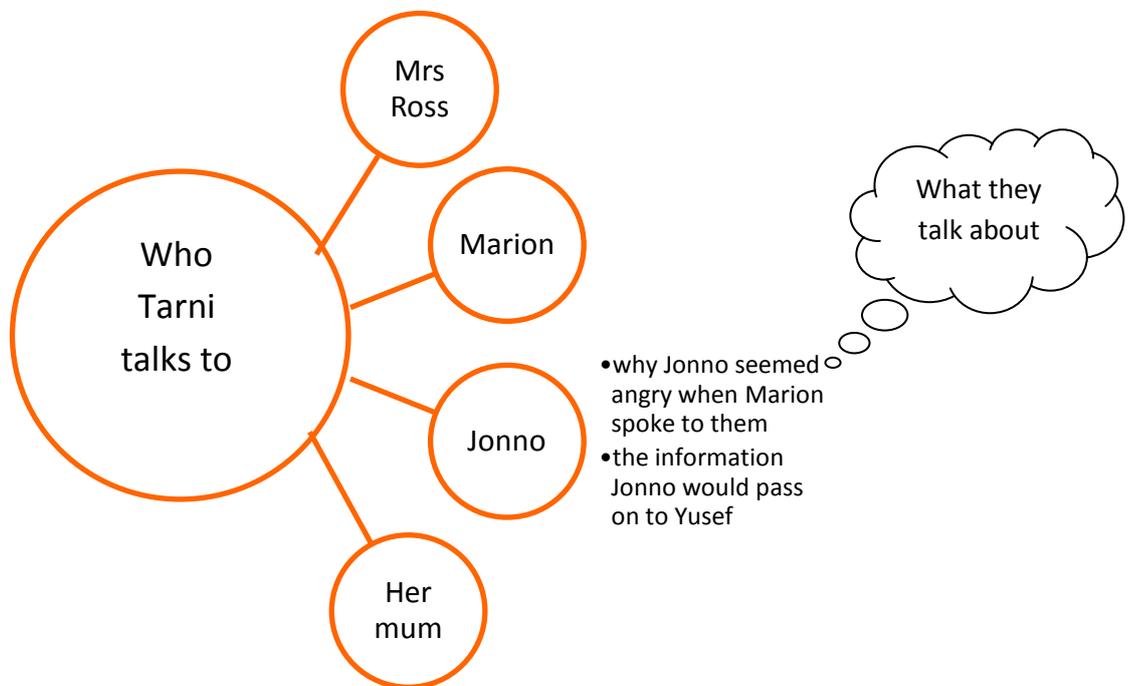
Figure 2: Building a mind map of who Tarni will speak to and what she will say

6.6 Sensitive workplace conversations

Conversations at work can sometimes be sensitive, depending on who you are speaking to and why you are speaking.

A sensitive or difficult conversation can have many benefits. It can help clear the air between you and someone else. It can make sure you are both on the right track.

You may feel nervous or worried about the conversation, but it is always better to have the conversation than avoid it.

These tips can help.

---

1. Plan the conversation

Before you talk, think about:

- why you are having the conversation and what you hope to get out of it
- how you will begin the conversation
- the main things you want to say.

Practise saying some of the more difficult things you want to discuss:
- the words you might use
- how you will say them.

You might want to take notes, or rehearse with someone you trust.

When: Try to choose a time when you are both not busy, rushed or tired.

Where: Try to choose a place where you will not be interrupted, distracted or close to other people.

2. Think about what you say

Because people can get emotional if the conversation is about something that went wrong, it is important to talk about the facts and not to focus on blame. Discussing where the workplace procedures could have been followed differently helps keep the conversation professional.

Talk about how you feel. Being truthful about your feelings could be difficult, but in the long term creates a more honest, respectful work relationship. It also helps the other person understand why you are having the conversation.

In a conversation it is just as important to listen as it is to speak. Remember to listen to what the other person has to say with an open mind.

3. Think about how you say it

Use respectful, appropriate language and remember to speak clearly and calmly.

Try to begin your sentences with 'I' statements … 'I had trouble putting the shelving up by myself because it was heavy and awkward'.

Be aware of your body language when you are talking: a frowning face and crossed arms can give the impression that you are angry or closed.

6.7 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.

7 Answers to tools

Tool	Page	Answers
1 Quiz: What is in an Incident Report	27	1T, 2T, 3F, 4F, 5T, 6F, 7F
2 Key facts about Jonno's incident	28	1 display; 2 shelving/shelf; 3 strong reaction; 4 various: muffled bump, Jonno's startled yelp; 5 safety data sheets, SDS; 6 spill kit; 7 face masks; 8 various: their skin, their breathing, from blood; 9 complete the Incident Report
3 Cause and effect	29	**Cause 1** Jonno bumped the display when he returned with the coffees: The shelving fell and shattered, and the products spilled **Cause 2** The relaxer product and colour developer mixed together: A terrible smell developed that burned Tarni's eyes **Cause 3** Jonno bumped the display when he returned with the coffees: Tarni had to fill in an Incident Report form **Cause 4** Mrs Ross came to the store: Tarni made a note in the appointment book to remind herself to ring Mrs Ross back
4 Complete an Incident Report form	30	Various
5 Read an SDS Part A	32	Various
5 Read an SDS Part B	32	Jonno's cut began to sting from the chemicals: Mild and transient; Rinse with water. Discontinue use of product. If reaction worsens, contact doctor. Tarni could feel her lungs struggling with the fumes: Mild and transient; Remove person to fresh air. Tarni's eyes were burning and watering: Contact can cause blindness. Risk of serious damage to the eyes; Thorough rinsing for 15-20 minutes with clean, cold water.
5 Read an SDS Part C	31	1. Eye protection (safety glasses or safety goggles) and other protective clothing (e.g. apron, boots, etc.); 2 No – spills should be absorbed with inert material and diluted with water; 3 No – product is not to be poured down the sink without pre-treatment or adequate dilution
6 Write an email	34	Various

Tool	Page	Answers
7 Talk to Mrs Ross	36	1 Various; 2 Tarni 2 because it provides enough information in a courteous and professional manner, and checks to see if customer is satisfied with interaction
8 Hard conversations	38	Various
Further optional delivery tools		
5.1 Incident word match	43	**Accident:** something that you do not expect, that causes harm, injury or damage **Bruise:** darker coloured skin on the body where there is an injury **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 **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)
5.2 Jonno's spelling	45	1 toohard (subject line – too hard); Yuseph (Yusef); prosedures (procedures); too (to); rong (wrong) 2 u r (you are); C' ya (see you or various)
5.3 Sequencing word search	46	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[7] 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[8] – 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 80 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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[7] '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.

[8] '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.
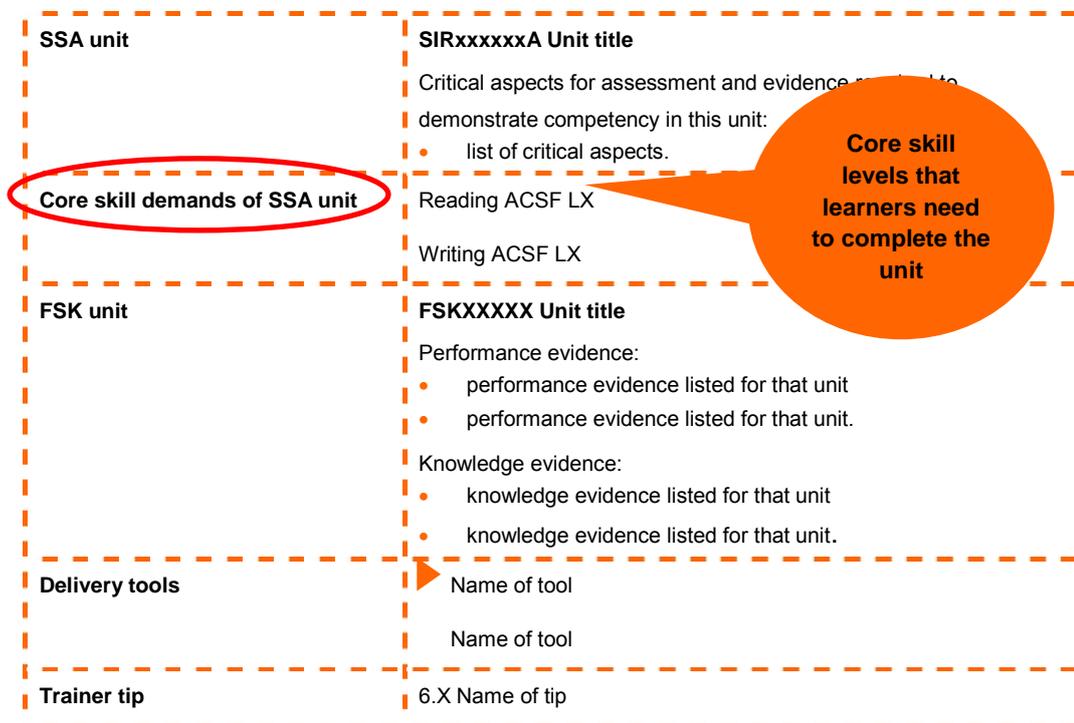
SSA unit	**SIRxxxxxxA Unit title**
	Critical aspects for assessment and evidence required to demonstrate competency in this unit:
	• list of critical aspects.
Core skill demands of SSA unit	Reading ACSF LX
	Writing ACSF LX
FSK unit	**FSKXXXXX Unit title**
	Performance evidence:
	• performance evidence 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 Tarni to have:

- reading skills at ACSF level 3 to:
  - use an index or skim through the content of the store's procedures folder to locate relevant information
  - read routine policies and procedures documents, for example store procedures on how to set up a display safely
  - read and interpret manufacturer's instructions, such as safety data sheets (SDS) which contain technical terms and sequenced instructions, skills that someone at a lower ACSF level may not have
- speaking and listening skills at ACSF level 3 so that she may:
  - make a phone call to Mrs Ross to apologise for not being able to see her at her appointed time, and to make a new appointment
  - review the incident with her supervisor (Jonno), indicating areas where she may have needed support from him

- review the incident with her employer (Marion), presenting facts (and not opinion) in a logical sequence, and indicating areas where she needed additional resources, such as more time to complete the display – again skills that someone at a lower ACSF level may not have
- writing skills at ACSF level 2−3 to:
  - complete an Incident Report form, keeping the focus on the facts (writing a sequence: what happened, who, when, where)
  - write an email to a colleague (Yusef) suggesting improvements to the store's procedures.

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 80 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** |
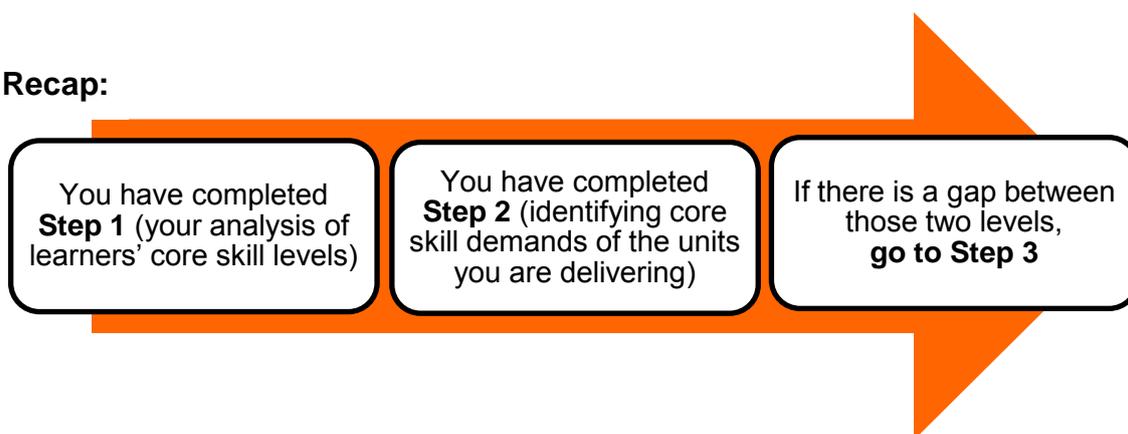
Step 3: Use the FSK Training Package to integrate core skill support

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 reading skills that Tarni would need to read a safety data sheet (SDS) are higher (at ACSF level 3) than the skills someone would need to read a store policy procedures document, which contains fewer technical terms and sequenced instructions.

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

SSA units	SIRXCLM101 Organise and maintain work areas
	SIRXCOM101 Communicate in the workplace to support team and customer outcomes
	SIRXWHS101 Apply safe work practices
Core skill demands of SSA unit	Speaking ACSF L3–4
	Listening ACSF L3–4
	Reading ACSF L3
	Writing ACSF L2–3
FSK units	FSKOC07 Interact effectively with others at work
	FSKRDG11 Read and respond to complex workplace information
	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 *SIRXWHS101 Apply safe work practices.* You note the reading skill level needed in the unit and you know that you will need to cover manufacturer instructions for using and storing hazardous goods in safety data sheets (SDS).
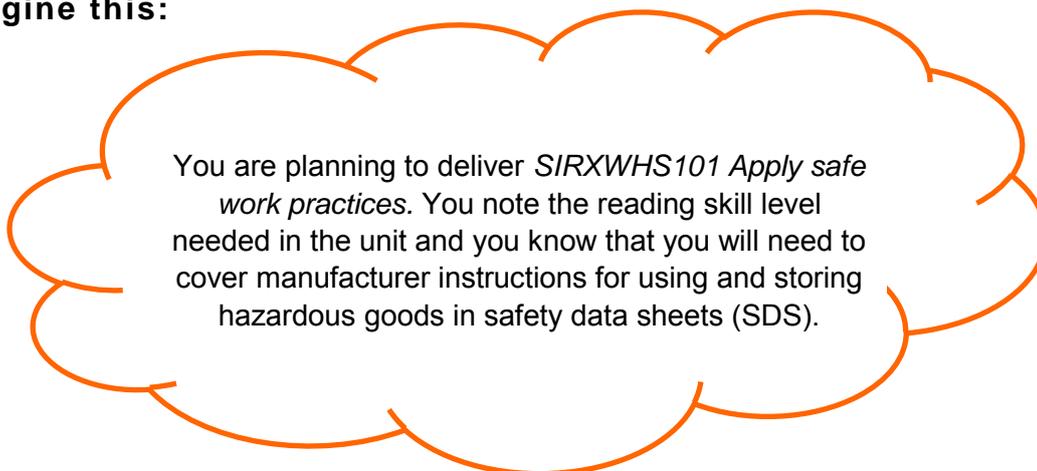
What you know about the learners in your group	You know that one of your learners in particular appears to have difficulty with reading. From your analysis of enrolment information you know that she left school at the end of Year 9 and has not done any further training since then.
	In her self-assessment 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 SIRXWHS101 learners will need to be able to read a range of workplace safety information so that they can carry out work safely and responsibly. You are concerned that there might be a gap between the core skill demands of the unit, and the learner's reading skill level.

How you use FSK and FSK support information to help

You decide to look for a unit of competency from the FSK Training Package so that you can add it to the vocational program you are delivering in order to increase the nominal hours of delivery time and build the reading skills needed for successful completion of SIRXWHS101.

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 SIRXWHS101.

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 SIRXWHS101, and other units you are delivering holistically with SIRXWHS101.

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 SIRXWHS101 course plan		
Unit content	**Planned activity**	**FSK unit**
PC 1.5 Report work-related incidents and accidents to designated personnel. Required skills: • communication and interpersonal skills to report unsafe work practices, faulty plant and equipment and incidents and accidents through clear and direct communication. Critical aspects: • …. reports to the relevant personnel according to store policy and procedures.	Report own response to an incident to a supervisor or employer, and review action taken	**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. Knowledge evidence: • oral communication strategies for spoken interactions • non-verbal communication for spoken interactions • grammar, vocabulary and pronunciation for spoken interactions.

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).

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 work	**FSKNUM19** Interpret routine tables, graphs and charts for work **FSKNUM18** Collect data and construct routine tables and graphs					**FSKNUM20** Use basic functions of a calculator			

Service Skills Australia Model for Integrated Foundation Skill Support (MIFSS 3)

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
				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								

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

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.
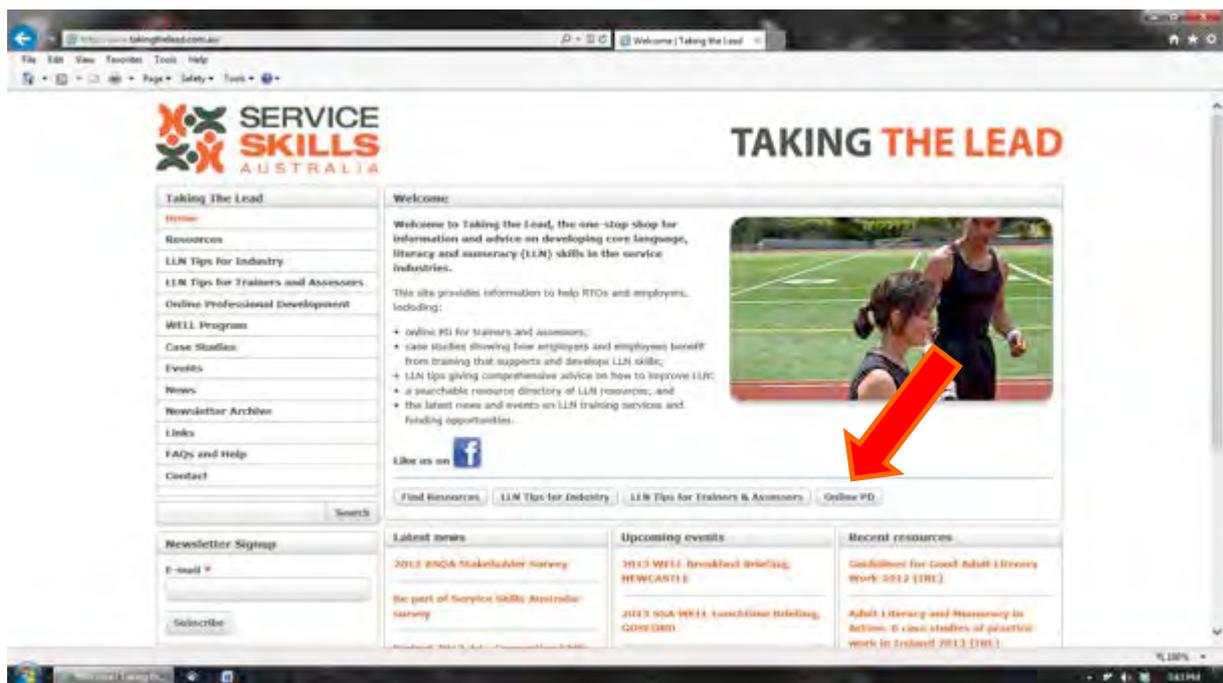

Figure 5: Where to find the online PD on SSA's Taking the Lead website

Appendix 9.4 Industry-specific support material

1 Incident Report form

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

2 General workplace safety text[9]

Topic	Snapshot
The need for safety	In Australia the human and economic costs of accidents and injuries in the workplace costs millions of dollars each year in loss of production and direct costs. If seriously injured in the workplace one could suffer long-term effects. **So, always:** • ensure health and safety issues and hazards are identified and dealt with effectively and systematically • help ensure everyone accepts their individual responsibilities to contribute to a safe work environment.
Acts	• Occupational Health and Safety Act (1985) • Dangerous Goods Act (1985) • Equipment (Public Safety Act) 1994
Code	Aim to provide practical guidance and prevention strategies of how best to meet requirements of the Act. Code of practice: Workplace Hazardous Substances (No24, June 2000). Helps manufacturers/suppliers/employers use these substances. Includes preparation of safety data sheet and labelling of workplace substances.
Contacting emergency services	If you are involved in an emergency requiring either the police, fire brigade or ambulances, use the following procedures: • Dial 000 • Tell the operator which emergency service you want • When you are connected to the service speak clearly and calmly • Give the full address of where help is needed, and provide any additional information, such as landmarks, which may assist in faster location • Wait for emergency service to arrive

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[9] The information in this section was adapted from information kindly provided by Brisbane School of Hairdressing and was current as at August 2013. The Brisbane School of Hairdressing and Service Skills Australia will not be liable for any claim made by any party using or acting on the information in this section.

Topic	Snapshot

Hazards and risks	**What is the difference between a <u>hazard</u> and a <u>risk</u>?**
	
	<u>Hazard</u> is the exposure to danger which can affect:
	   i. People: illness, injury, trauma or death
	   ii. Property: damage, wastage, contamination
	   iii. Processes: disruption to the workplace
	
	<u>Risk</u> is the probability of you being hurt or an accident happening through exposure to the hazard, e.g. electricity is a hazard but may not be a risk unless wiring is exposed.

Legal requirements	• The set of legal requirements that must be observed in the workplace are the Workplace Health and Safety Regulations • These deal with procedures on physical working conditions and specific aspects of industrial and constructional health and safety • By law, every person in the workplace has a right to be involved in health and safety through co-operation and discussion.
Legislation	Health and safety legislation in **three** parts: • **Acts**, particularly the Workplace Health and Safety Act (the Act) • The **regulations** made under the Act • Approved **codes of practice**
Manufacturer responsibilities	• Make sure plant or substances are designed/manufactured to be safe and without risks when used properly • Arrange for any necessary testing to ensure plant and substances are safe and without risk • Make sure adequate information is available on use of plant and substances
Safety data sheets (SDS)	**What is in an SDS** A safety data sheet (previously called a material safety data sheet) is a document that provides information on the properties of hazardous chemicals and how they affect health and safety in the workplace. An SDS gives more information than what is on a label, including: • identity of the chemical • health hazards • emergency procedures • precautions for use and disposal • safe handling and storage information.
Regulations	With relation to workplace health and safety, regulations set compulsory minimum requirements for specific hazards and work practices. Regulations relating to the hairdressing industry are: • work health safety: hazardous substances • notification of accidents system • health and safety regulations.

Topic	Snapshot
Responsibilities	It is the responsibility of all workers (employees, employers, manufacturers and suppliers of equipment and products) to ensure health and safety. Work health and safety laws apply to every workplace to protect people from occupational illness and disease. **What happens if the workplace Act is not followed?** • The law provides heavy penalties for both employers and employees who try to prevent these procedures from happening. • Fines of up to $120,000 or imprisonment may result in breaching any part/s of the Act. • If a person is killed or seriously injured, the maximum penalty applies. **Employee** As an employee you are responsible to: • perform duties in a safe and responsible manner • comply with reasonable instructions from the employer to carry out a work procedure • wear supplied personal protective equipment as directed • report hazards and work-related injuries to the employer. **Workplace (no.3 June 1988)** Provides practical guidance in workplaces in meeting certain minimum standards, facilities, amenities. Prohibiting certain activities and maintaining a safe healthy workplace. First Aid (amenities and personal protection) No.18 June1995 Provides guidance to first aid facilities in the workplace Manual handling (Occupational Overuse Syndrome) No.15.Jan1992 Provides guidance on ways to reduce risks Confined Spaces (No.20 March 1997) Provides guidance on risk control
Safety policies and procedures	• Hazards and emergencies, e.g. fire, accident or illness • Evacuation • Personal safety • Protective clothing and equipment • Manual task skills • Toxic materials • Disposal of damaged packing material or goods • Waste and spillage especially on floors and areas frequented by staff or clients • Signs and notices
Safety practices	Learning and using the systems, that is, the policies and procedures a salon/store follows to ensure the health and safety of its employees, clients and others.

3 Hair and beauty safety text[10]

Topic	Snapshot
Safety data sheets (SDS)	• Hair and beauty manufacturers and suppliers are required (under the Act), to supply you with a safety data sheet (SDS) for each hazardous substance supplied. • SDS contain information on the hazards and risks associated with a substance. The substance strength, quantity, time of exposure, workplace tasks and conditions will determine the risk involved with chemicals. • A reference for all chemicals used in the salon is kept in a file of SDS where the chemicals are stored, kept, mixed or used. To reduce risks, it is important to know what chemicals you are using so you can use them safely. • The government has specific regulations for use and storage of these chemicals. • HAZCHEM means hazardous chemicals.

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WHS REGULATIONS TO FOLLOW WHEN USING EQUIPMENT

When working in the hairdressing industry there will be times you will be required to work with electrical equipment or machinery. It is very important that the equipment is used according to salon policy, industry code of practice and WHS guidelines.

Each piece of equipment will have manufacturer instructions that must be followed and adhered to at all times, to ensure the safety of staff, clients and others.

ACTIVITY

Research and list the type of equipment used in salons, including the relevant manufacturer instructions and WHS guidelines for the use of the equipment.

Following WHS equipment use guidelines		
EQUIPMENT	**MANUFACTURER'S SAFETY INSTRUCTIONS FOR EQUIPMENT USE**	**RELEVANT WHS GUIDELINES FOR EQUIPMENT USE**

IDENTIFY AND APPLY SALON/STORE EMERGENCY PROCEDURES

In the table below, fill in the steps for the first two examples. You will need to check with salon procedures first.

List other possible accidents, injuries/illnesses that could be common to salons/stores and describe exactly what actions you would need to take.

EMERGENCY PROCEDURES	
If this happens…..	**I would….(list the steps)**
A salon operator cuts her finger while cutting a client's hair.	
A client collapses in the salon. The salon is crowded and you are very busy.	

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