



>> frequently asked questions

about language, literacy
and numeracy issues
in the Australian Quality
Training Framework



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Purpose of this resource

This resource provides information to help Registered Training Organisations (RTOs) to understand how language, literacy and numeracy fit into the delivery of quality training and assessment. You may find it useful if you are planning, managing or conducting training and assessment under the Australian Quality Training Framework.

It is a complementary resource to the *Standards for Registered Training Organisations* and *Evidence Guide for Registered Training Organisations and Auditors*. It is a guide only and questions regarding compliance should be made to your State or Territory Registering/Course Accreditation Body listed on page 31.

Why is this resource required?

Research shows that many adult Australians do not have the language, literacy and numeracy skills they need to effectively participate in vocational training and workplace communication. As many as one in two people may have difficulties handling everyday information-processing.

Language, literacy and numeracy are key skills that underpin highly valued generic skills such as teamwork, communication and problem solving.

Registration under the AQTF's *Standards for Registered Training Organisations* requires RTOs to take account of language, literacy and numeracy as a part of their core business. RTOs have an important role both in redressing any deficiencies in key skills and in building generic skills.

How to use this resource

■ FAQs

In the main body of the resource you will find frequently asked questions (FAQs) and responses grouped by general topic.

Start at the beginning and work your way through, or go back to the table of contents and choose a topic or FAQ.

■ AQTF Reference

At the end of each FAQ the AQTF reference is provided. Where there are specific Standards that must be met, these are referenced by number. Where there is no reference to a specific Standard, this means that the subject of the FAQ appears generally in the AQTF document listed.

Download or obtain hard copies of the AQTF documents for the full expression of the Standards, as this resource does not re-interpret, or provide, specific Standards. At the very least you will need a copy of the *Standards for Registered Training Organisations* to effectively use this resource. Go to the Resources and Contacts section for details on accessing AQTF documents.

■ Hot-links

At the end of each FAQ, you will find hot links to relevant resources.

If you are reading this text on-screen and have your Internet browser open, click the link to go to the resource. If not, you will find the full electronic address bracketed below the title of the resource in the Resources and Contacts section.

Please be aware that download times for PDF documents will vary according to the speed of your modem.

Please report broken links through the ANTA website (<http://www.anta.gov.au/enquiry.asp>).

■ Resources and contacts

The Resources and Contacts section brings together all the resources listed under the FAQs in alphabetical order and provides relevant contacts for further information and support.

If you are looking for a specific resource, or just want to start from there, you may find this comprehensive listing of resources very useful.

This list is not definitive. There may be additional resources on this topic accessible through professional networks or State and Territory Training Authorities.

The AQTF and Language, Literacy and Numeracy

What is the Australian Quality Training Framework?

The Australian Quality Training Framework (AQTF) is the nationally agreed quality arrangements for vocational education and training endorsed by Ministers.

The AQTF is underpinned by standards expressed in various key documents, as well as a range of supporting resources. The key documents are summarised below.

- **Standards for Registered Training Organisations**

To obtain and maintain registration, Registered Training Organisations (RTOs) must meet the *Standards for Registered Training Organisations*. Under the AQTF, training organisations must be registered to issue nationally recognised vocational education and training qualifications, and to provide the associated training and assessment.

- **Standards for State and Territory Registering/Course Accrediting Bodies**

In registering and auditing training organisations and accrediting courses States and Territories comply with the *Standards for State and Territory Registering/Course Accrediting Bodies*.

- **Guidelines for Course Developers**

In developing and documenting vocational education and training courses for accreditation, course developers follow the *Guidelines for Course Developers*.

AQTF Reference

- [Standards for Registered Training Organisations](#)
- [Standards for State and Territory Registering/Course Accrediting Bodies: Standards 1 to 25](#)
- [Guidelines for Course Developers](#)

Resources

- The [ANTA website](#) provides information about the [AQTF](#) in general, and [AQTF resources and information](#) in a 'bundle'. You can download copies of all the AQTF source documents from that site.

Does the AQTF specify any language, literacy and numeracy obligations for RTOs?

You are specifically required to attend to language, literacy and numeracy under Standards 6 and 9 of the *Standards for Registered Training Organisations*.

Given their focus on providing quality outcomes and meeting client needs, we can also reasonably infer that you have responsibilities for language, literacy and numeracy under other Standards from the *Standards for Registered Training Organisations*.

AQTF Reference

- [Standards for Registered Training Organisations: Standards 6.3\(iv\); 9.3\(v\)](#).

Resources

- [LiteracyNet](#) provides a comprehensive range of links to current, useful language, literacy and numeracy information. Go to the Resources and Contacts section at the end of this resource for a detailed listing of all the LiteracyNet resources.
- [Understanding and applying vocational language, literacy and numeracy within the AQTF](#) is a resource containing a wealth of practical information. Developed by the Queensland Department of Employment and Training the 1.9 Mb file takes 1-2 minutes download time on an average 56K modem.

What is meant by Language Literacy and Numeracy?

In everyday workplace tasks it is common for a person to use and respond to spoken and written language and use numeracy skills at the same time, all within a cultural context, which needs to be interpreted and responded to appropriately.

When designing workplace learning and assessment tasks, the trainer should be aware of this interlinking of language, literacy and numeracy. However there will also be situations in which only one of these skills is the focus of the training, eg calculation skills for mixing chemicals.

Although you will find the terms 'language, literacy and numeracy' generally used together in this document they are not interchangeable or always linked.

Each term is defined below.

Language

In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. In using language we generally use a combination of communication forms such as speaking, listening, reading, writing and visual communication. Visual communication skills underpin the agreed language of the Australian deaf community, Australian Sign Language (AUSLAN).

Language can also refer to individual languages such as English, Mandarin, Warlpiri. Our workplaces often involve a mix of language groups and sometimes workers can hold technical competency without English language competency.

Language changes over time and context. Industries have their own vocabulary, including jargon, technical terms and acronyms that workers must understand. This can be very challenging for some people, particularly those for whom English is not their first language. Take the word 'cookie' for example. A baker may bake it, a photographer may attach it to a light stand and an IT technician may stop it being transmitted over the Internet.

Effective cross-cultural communication requires a range of skills including the ability to appreciate that there may be variations in the value placed on the communication forms of language. For example, while written language is highly regarded in the English language, Indigenous languages place higher value on verbal and visual communication forms.

Literacy

Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening, and critical thinking with reading and writing. Literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Literacy is about our social application of language, for example in our homes, communities, schools and workplaces. Like language, literacy practices change over time and context. We have seen this over the last decade with emerging multi-media and information technologies and our multi cultural society.

The literacy demands placed on individuals also change throughout their lifetimes. As we experience new situations we need to continually adapt and extend our literacy skills.

Numeracy

Numeracy involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form.

Depending on the context this can include basic number skills, spatial and graphical concepts, the use of measurement and problem solving. Numeracy may also involve literacy, for example when extracting mathematical information from written text.

In the workplace the methods used to achieve certain numeracy tasks will differ according to the workplace requirements, technology and culture.

AQTF Reference

Standards for Registered Training Organisations: Standards 6.3(iv); 9.3(v)

Resources

- ***LiteracyNet*** provides a comprehensive range of links to current, useful language, literacy and numeracy information. Go to the Resources and Contacts section at the end of this resource for a detailed listing of all the LiteracyNet resources.

Are the ways of teaching language, literacy and numeracy specified in the AQTF?

While the *Standards for Registered Training Organisations* specify that the RTO must attend to language, literacy and numeracy, the choices about how these skills are dealt with in training rests with the RTO.

The decision about what form language, literacy and numeracy support takes depends in part upon what kinds of training and assessment services are on offer. RTOs are expected to be able to assess and deliver training that deals with the full expression of competency — its technical requirements and the underpinning workplace skills and knowledge. Language, literacy and numeracy skills are integrated into the units of competency in all Training Packages. In accredited language, literacy and numeracy courses the entire emphasis is on the acquisition and development of these skills.

Where RTOs receive public funding, they generally have the flexibility to use this funding in ways that best meet the needs of their client base. Where a significant number of clients are likely to need specialised language, literacy or numeracy support, an investment in securing specialist expertise may be worthwhile. However, where partnerships are used you must conform to Standard 1.6 of the *Standards for Registered Training Organisations*.

AQTF Reference

Standards for Registered Training Organisations: Standards 1.6; 6.3(iv-vi); 9.3(v).

Resources

- ***Built in not Bolted On*** provides practical introductory information for trainers and assessors on language, literacy and numeracy in competency standards.
- The Commonwealth's ***Workplace English Language and Literacy (WELL)*** website provides information on funding for specialised language, literacy and numeracy training within the workplace.

Training Packages and Accredited Courses

What are Training Packages?

Training Packages are integrated nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

They are based on a concept of competency that specifies knowledge and skill and its application to the standard of performance required in the workplace.

AQTF Reference

- [Standards for Registered Training Organisations](#)

Resources

- Training Packages are explained on the [ANTA website](#).
- The [Training Package Development Handbook](#) provides a full explanation of how language, literacy and numeracy skills are addressed in Training Packages.
- The [National Training Information Service \(NTIS\)](#) is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses. You can download the endorsed components of Training Packages from the NTIS.

Where do language, literacy and numeracy skills appear in Training Packages?

Training Packages cover all aspects of workplace performance in their endorsed units of competency, including the required language, literacy and numeracy skills.

Where these skills are central to workplace performance, they appear as discrete units of competency, covering the sorts of reading, writing, speaking, listening and numeracy required to competently perform the workplace task. An example of this is the unit of competency THHGGA01B *Communicate on the telephone* from the Tourism Training Package.

Where language, literacy and numeracy skills are part of a task, but not central to workplace performance, they may be included in any unit of competency. You will find them in the performance criteria, range of variables or evidence guide, reflecting the 'built in not bolted on' approach to the incorporation of language, literacy and numeracy into Training Packages. For example, in BSBCMN308A, *Maintain financial records* from the Business Services Training Package, you will find reference to the required literacy and numeracy skills in the evidence guide.

AQTF Reference

- [Standards for Registered Training Organisations](#)

Resources

- The [Training Package Development Handbook](#) (part 6 section 1) provides a full explanation of how language, literacy and numeracy skills are addressed in Training Packages.
- [Built in not Bolted On](#) provides practical introductory information for trainers and assessors on language, literacy and numeracy in competency standards.
- Use the [NTIS](#) to find the units of competency listed above. Use the keyword search feature to access other language, literacy and numeracy and communication related units.

What are accredited courses?

An accredited course is a structured sequence of vocational education and training that has been accredited by a State or Territory Course Accrediting Body, and results in an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.

AQTF Reference

- [Standards for Registered Training Organisations](#)
- [Standards for State and Territory Registering/Course Accrediting Bodies: Standards 26 - 28.2](#)
- [Guidelines for Course Developers](#)

Resources

- Contact your [State or Territory Course Accrediting Body](#) for more information on the accreditation of courses.

What are accredited language, literacy and numeracy courses?

Accredited adult language, literacy and numeracy courses are delivered in the general education category of the VET system and often take the name 'basic', 'further', 'continuing' or 'access' education.

They include learning outcomes specifically covering the acquisition of reading, writing, speaking, listening, numeracy skills, and other skills such as learning to learn.

AQTF Reference

- [Standards for Registered Training Organisations](#)
- [Standards for State and Territory Registering/Course Accrediting Bodies: Standards 26 - 28.2](#)
- [Guidelines for Course Developers](#)

Resources

- Contact your [State or Territory Course Accrediting Body](#) for more information on the accreditation of language, literacy and numeracy courses.

What is the NRS and how does it relate to accredited training?

The National Reporting System (NRS) provides a national benchmark for generic language, literacy and numeracy indicators of competency. Its usage is not specifically required as a component of accredited training. However, you could find it a useful tool for analysing language, literacy and numeracy levels as built into Training Package units of competency.

If you access funding for accredited language, literacy and numeracy courses under the Commonwealth's Language Literacy and Numeracy Program (LLNP) and the Workplace English Language and Literacy (WELL) program you are required to use the NRS to report language, literacy and numeracy levels attained.

If you are not familiar with the NRS, you may need training to understand how it is used and how its levels relate to accredited training.

AQTF Reference

- ***Standards for Registered Training Organisations***

Resources

- The ***NRS website*** provides principles of assessment and mechanisms for ascertaining the language, literacy and numeracy skills of learners.
- The ***NRS case studies*** on the NRS home page show practical examples of NRS use across a range of provision.
- The ***LiteracyNet*** page has a link to a set of NRS workplace-based sample activities.
- The ***Negotiating Workplace Training*** website has information on mapping units of competency from a range of Training Packages to the NRS.
- Amongst its comprehensive range of language, literacy and numeracy professional development resources the ***Adult Basic Education Information Service (ARIS)*** website lists resources to assist with using the NRS.
- ***TAFE NSW Access Division*** has a range of related resources on its publications page.

Knowing Your Market

How widespread is the need for language, literacy and numeracy support?

Research shows us that the need for language, literacy and numeracy support is widespread, and that it is not confined only to groups or individuals with special needs.

Based on the research we can say that a high proportion of learners need intensive language, literacy and numeracy support and others need some attention to the issue during their training program.

The *International Adult Literacy Survey* shows that significant proportions of populations have inadequate literacy skills for everyday life. Research has confirmed this for the Australian context.

The Australian *Survey of Aspects of Literacy* analysed the skills we need to process information from printed material at work, at home and in the community. In generalising its findings to the wider Australian population we can infer that:

- 19% of people could be expected to have considerable difficulties using printed materials in daily life.
- 28% of people could be expected to have some difficulties in using many of the printed materials encountered in daily life.
- 36% of people could be expected to have the ability to cope with a range of printed materials found in daily life and at work.
- 17% of people could be expected to have good, to very good, literacy skills with the ability to effectively use higher order information processing.

AQTF Reference

- *Standards for Registered Training Organisations*

Resources

- The *International Adult Literacy Survey* coordinated by the Organisation for Economic Cooperation and Development (OECD) and Statistics Canada.
- The *Survey of Aspects of Literacy* provides Australian research as a component of the above survey.
- M Watson et al, 2001 *Vocational education and training literacy and numeracy: Review of research*. NCVET, 2001.

Which clients might need specialised language, literacy and numeracy support?

Research shows us that, while every individual will vary in their requirements, some clients may be more likely to need language, literacy and numeracy support. These clients may include:

- people whose first language is not English
- people with lower educational attainment
- people in older age groups
- people whose training has been disrupted by disability

- males, in understanding and using information from various kinds of prose texts, and females from older age groups
- people who are unemployed, and
- people of Aboriginal and Torres Strait Islander origin (with the caution that the sample taken was small and not necessarily representative of all Indigenous peoples).

In the light of this research you should consider your client profile to get a general indication of the language, literacy and numeracy support that may be needed.

If you are an experienced trainer you may be able to use that experience to judge which aspects of the training new learners may find difficult. If not, you may need to discuss these issues with a more experienced person. Collaborations with specialist teachers of language, literacy or numeracy may help. This collaboration might be with staff within the organisation or from other RTOs, but if it is done through a partnership you will need to comply with the requirements of Standard 1.6 of the *Standards for Registered Training Organisations*. Under Standard 6, the RTO must apply access and equity principles and provide timely and appropriate information, advice and support services which assist clients to identify and achieve their desired outcomes.

AQTF Reference

- ***Standards for Registered Training Organisations: Standards 1.6; 6; 8.1(iii); 8.1(vi); 9.3(v); 9.3(vi).***

Resources

- ***State and Territory Registering/Course Accrediting Bodies and Industry Training Advisory Bodies*** may hold specific information about learner demographics.
- ***Bridging Pathways*** is the five-year national strategy for the participation of people with a disability in vocational education and training, with an accompanying Blueprint for implementation.
- ***Partners in a Learning Culture*** is the five-year national strategy for the participation of Indigenous peoples in vocational education and training, with an accompanying Blueprint for implementation.
- ***The Indigenous training information website*** provides training related information and links to other relevant websites.

Managing Your Business

Why should I consider language issues in planning training and assessment?

If you forget to be alert to language when planning and conducting training and assessment, various problems can arise for learners and the RTO.

You may end up with training materials that are so ambiguous or jargon ridden that no newcomer to the subject could hope to understand them. Or you could have an over dependence on self-paced written materials thus over inflating the requirement for reading and writing beyond what is required for workplace competency.

You need to consider what language, literacy or numeracy skills learners will need to make use of the training and assessment materials. You also should consider the methodologies to be used in training and assessment activities and whether the language and literacy used will impede or support learning.

When you develop learning and assessment strategies as required under Standard 9 of the *Standards for Registered Training Organisations*, consider how you can also develop the language, literacy and numeracy skills required to perform to the unit of competency.

AQTF Reference

- ***Standards for Registered Training Organisations: Standards 8.1(iii); 8.1(viii); 9.1(c); 9.3(v).***

Resources

- ***Communication Skills for Workplace Assessors* developed by NSW Adult Multicultural Education Service, and the ANTA publication *A New Assessment Tool* contain practical advice about language issues in training and assessment.**
- ***Understanding and applying vocational language, literacy and numeracy within the AQTF* contains a wealth of practical information. Developed by the Queensland Department of Employment and Training the 1.9 Mb file takes 1-2 minutes download time on an average 56K modem.**

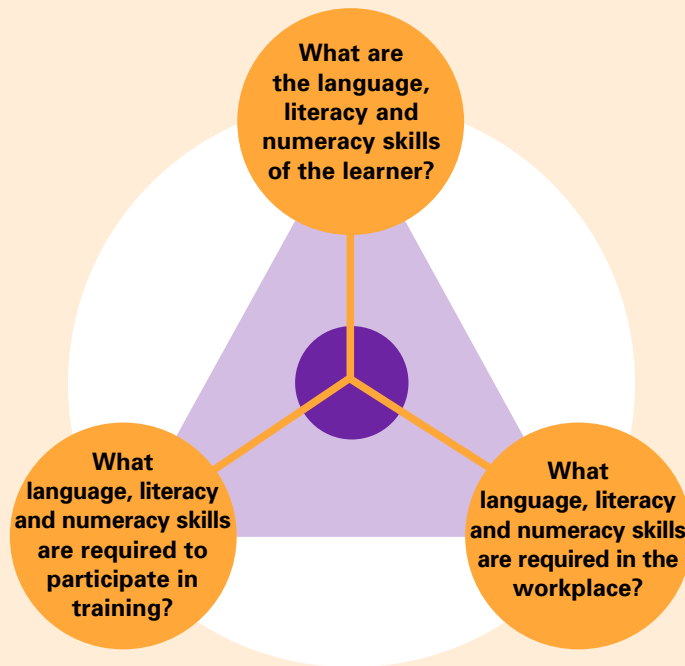
What is the relationship between the skills used in training and those used in the workplace?

Training environments can often demand particular language, literacy and numeracy skills from participants. These may not necessarily be the same skills that are demanded in the workplace.

You need to pay attention to the language-related skills you are expecting of learners to participate in training and assessment and make sure these do not exceed workplace requirements.

Everybody builds language-related skills as they enter new social contexts. However, because language is everywhere, all around us and part of everything we do, we tend to forget that it is a learnt skill, and therefore something that often needs to be consciously taught. While some people do learn these skills quickly and without much conscious effort, many people do not. Most people benefit from receiving explicit teaching about any new skills they need to acquire.

Can you identify answers to each of the following questions and find a way to balance all three?



AQTF Reference

Standards for Registered Training Organisations: Standards 8.1(v); 8.1(viii); 9.3(v).

Resources

- ***Built in not Bolted On*** and ***A New Assessment Tool*** provide practical advice on aspects of language, literacy and numeracy for workplace trainers and assessors.
- The Training Package Support Materials for ***Certificate IV in Assessment and Workplace Training*** provide users of the Training Package for Assessment and Workplace Training with information about language, literacy and numeracy issues.
- RTOs delivering specialised language, literacy and numeracy courses on ***NTIS*** or contact your ***State or Territory Course Accrediting Body***.

How can I ensure the training and assessment language aligns with workplace language?

You need to make sure that the language used in assessment and training does not make the process of learning or being assessed harder than it needs to be, and that it is in keeping with workplace requirements.

For example, in assessing a practical task such as MIG and TIG welding, it may be better for learners to demonstrate their competency by actually welding and answering questions about the task, rather than writing about welding types. In learning the task, it may be better for them to watch and question skilful people, and practice under supervision, rather than by reading about how it should be done.

While you need to be alert to the language of instruction and the language of the workplace, you need also to consider that in some circumstances competency may be able to be demonstrated without English language competency.

AQTF Reference

Standards for Registered Training Organisations: Standards 8.1(v); 8.1(viii); 9.3(v).

Resources

- **Negotiating Workplace Training** contains information about language, literacy and numeracy in a range of Training Packages.
- **A New Assessment Tool** provides practical advice on aspects of language, literacy and numeracy for workplace trainers and assessors.
- The Training Package Support Materials for **Certificate IV in Assessment and Workplace Training** provide users of the Training Package for Assessment and Workplace Training with information about language, literacy and numeracy issues.
- **Understanding and applying vocational language, literacy and numeracy within the AQTF** contains a wealth of practical information. Developed by the Queensland Department of Employment and Training the 1.9 Mb file takes 1-2 minutes download time on an average 56K modem.
- You can find which RTOs deliver specialised language, literacy and numeracy courses by searching the **NTIS** or by contacting your **State or Territory Course Accrediting Body**.

What about complex workplace documents?

Sometimes there are complex and important written workplace documents such as Standard Operating Procedures or Material Data Safety Sheets which workers must be able to read and understand as a component of competency. These documents may vary in their use of language and structure across industries or workplaces. Where it is a requirement of the competency, learners may need to be specifically taught how to read and understand such workplace materials.

You can enhance learning if you help learners to become familiar with both the subject and the context (such as the workplace conditions, machinery, objects or processes) to which the documents relate. This may be through actual workplace experiences or simulation. When we know the context, written texts are easier to understand.

AQTF Reference

Standards for Registered Training Organisations: Standards 8.1(v); 8.1(viii); 9.3(v).

Resources

- The Department of Employment, Science and Training publication **Plain English at Work** provides information about streamlining documentation.
- **Understanding and applying vocational language, literacy and numeracy within the AQTF** contains a wealth of practical information. Developed by the Queensland Department of Employment and Training the 1.9 Mb file takes 1-2 minutes download time on an average 56K modem.
- The Commonwealth's **Workplace English Language and Literacy (WELL)** website provides information on funding for specialised language, literacy and numeracy training within the workplace.

Communicating with Clients

How can I ensure all people understand information about the RTO?

You must provide clear information to clients. Standard 6 of the *Standards for Registered Training Organisations* requires you to disseminate clear information prior to enrolment. It is not only an equity issue to do this; it can make good business sense.

Ensure all documents are written in plain English. Test out their clarity with clients, and use that information to improve them. You may decide to provide information in forms other than written. For example you could provide information to prospective learners through group sessions, interviews with individual clients or on the phone.

Depending on the scale and scope of operations and your client base, you could consider the following strategies to help ensure all people have access to your information.

- A TTY phone may help hearing-impaired people access and understand your information.
- You could engage interpreters to help people with communication disabilities.
- Large print in documents and web sites could be provided to help people with visual impairments.
- Allowing interpreters, carers and other advocates to participate in, and where necessary mediate information on behalf of clients can assist.

However, these strategies will only be useful if potential clients are informed about them and RTO personnel know how to use them.

AQTF Reference

***Standards for Registered Training Organisations*: Standards 1.9; 6.1; 6.3.**

Resources

- Contact the ***National Accrediting Authority for Translators and Interpreters (NAATI)*** for translation of documents and interpreter services.
- The ***Australian Communication Exchange (ACE)*** is a not-for-profit, Australian organisation dedicated to empowering those who are deaf or have a hearing, speech or communication impairment, to obtain access to the telephone and other telecommunication networks.
- ***Blind Citizens Australia*** provides World Wide Web development guidelines and accessibility standards to assist people with vision impairment access on-line communication.
- The Department of Employment, Science and Training publication ***Plain English at Work*** provides information about streamlining documentation.
- ***Understanding and applying vocational language, literacy and numeracy within the AQTF*** contains a wealth of practical information. Developed by the Queensland Department of Employment and Training the 1.9 Mb file takes 1-2 minutes download time on an average 56K modem.
- ***Fair go in training for people with a disability: meeting your Australian Quality Training Framework*** obligations covers disability issues within the AQTF. Developed by the Queensland Department of Employment and Training the 1.9 Mb file takes 1-2 minutes download time on an average 56K modem.
- ***Equity Toolboxes*** are range of training products to assist users of Training Packages.

What information do I need to provide about language, literacy and numeracy assessments?

Under Standard 6.3 of the *Standards for Registered Training Organisations* you must disseminate clear information to each client, prior to enrolment, about provision for language, literacy and numeracy assessment.

This does not mean that it is mandatory to assess all clients for language, literacy or numeracy, or that you must use a specific form of assessment. This will depend on your clients, and the scale and scope of your operations.

AQTF Reference

Standards for Registered Training Organisations: Standard 6.3.

Resources

- ***A Question of Evidence*** is a professional development resource including a video demonstrating an effective language, literacy and numeracy pre-training assessment.
- The ***NRS web site*** provides principles of assessment and mechanisms for ascertaining the language, literacy and numeracy skills of learners.
- The ***Training Package Assessment Guides*** provide a wealth of information on assessment. Access them through the Resource Generator. The Candidates Guide has clear information on preparing candidates for formal assessment.

How do I take account of non-standard forms of English?

Australia is a culturally and linguistically diverse country. We have speakers of English as a first or second language, speakers of languages other than English including Aboriginal English and Kriol, and speakers of multiple languages. A lot of the communication that goes on in Australia is in languages other than English, community languages and non-standard forms of English.

You need to consider the audience for your communications and customise your messages accordingly. Standard 6 of the *Standards for Registered Training Organisations* requires you to apply access and equity principles. Standard 6.3 specifically requires you to disseminate clear information to clients prior to enrolment. Other Standards require that you meet the needs of learners. How you do this must be justifiably appropriate to the size and scope of the RTO, and the needs of your clients.

In providing information about services to people or groups who do not have English as a first language, consider the need for translation or interpreter services. In addition, some people, because of extreme disadvantage in their home country, may not be literate in their first language. If your client profile indicates this may be an issue, consider other ways of getting the message across. Where there are significant client groups accessing the RTO services who do not read standard English, consider a culturally appropriate way of conveying important information.

You may find that some learners whose first language is not English, for example recent immigrants, may need to learn specific vocabulary and grammatical structures as used in the industry context. You can provide this support through a range of options including providing:

- a specialist to develop specific language skills
- concurrent assistance
- a workplace mentor or buddy
- team teaching
- additional time for tuition
- specialist workshops on topics
- one to one tutoring, and
- help-desk or online buddies.

If you do not have the necessary expertise or resources to provide these services in-house, you could consider offering them through a partnership arrangement with another RTO. However, any partnerships must conform to the requirements of 1.6 of the *Standards for Registered Training Organisations*.

AQTF Reference

***Standards for Registered Training Organisations*: Standard 1.6; 8.1(iii); 8.1(viii); 9.3(v); 9.3(vi).**

Resources

- The ***Adult Multicultural Education Service (AMES)*** in your State or Territory may be able to provide information on non-standard forms of English.
- The ***Indigenous training information website*** provides training related information and links to other relevant websites.
- Contact your ***State or Territory Registering/Course Accrediting Body*** for advice on Aboriginal and Torres Strait Islander language issues.
- Contact the ***National Accrediting Authority for Translators and Interpreters (NAATI)*** for translation of documents and interpreter services.

Meeting Client Needs

Do I need to provide language, literacy and numeracy support?

RTOs are expected to support learners in various ways. It is up to each one to determine how to provide language, literacy and numeracy support to meet the needs of the clients within the scale and scope of its operation.

You may use direct or indirect strategies, or a combination of both. For example, you could use direct individual or group support strategies and you could build support indirectly into the training design.

Individual or group support strategies: Consider ways of providing direct language, literacy and numeracy support that enhance learning including:

- team planning/teaching
- providing concurrent assistance
- providing links with a mentor or coach
- considering cross cultural issues
- modifying learning materials and activities for individuals or groups
- providing access to part time or tailored language, literacy and numeracy courses
- providing flexibility in learning pathways, delivery mode, scheduling and access to support services, and
- conducting one-off workshops covering topics such as specific themes, skills areas or knowledge.

If you do not have the necessary expertise or resources to provide direct support, you could consider offering it through a partnership arrangement with another RTO. However, any partnerships must conform to the requirements of 1.6 of the *Standards for Registered Training Organisations*.

Training design: You can support learners in the way you design, plan and deliver the training. Strategies such as providing demonstrations, verbal explanations and, where applicable, diagrams may enhance learning by decreasing reliance on written forms. Where text is used, try incorporating actual workplace materials, or modelling texts on those actually used in the workplace to increase industry relevance.

AQTF Reference

***Standards for Registered Training Organisations:* Standards 1.6; 6.3(v-vii); 8.1(iii); 9.1(c); 9.3(v); 9.3(vi).**

Resources

- **The Training Package Support Materials for *Certificate IV in Assessment and Workplace Training* provide users of the Training Package for Assessment and Workplace Training with information about language, literacy and numeracy issues.**
- **The Department of Training in Western Australia has developed a funding model to support concurrent language, literacy and numeracy assistance in vocational education and training. Read the *CAVSS Discussion Paper* to find out more.**
- ***NTQC Quality Principles* and the *Training Package Support Materials Guide* assist in the development of training support materials that meet the needs of the learner.**
- **The *Adult Basic Education Information Service (ARIS)* houses a collection of language, literacy and numeracy resources for workplace trainers and assessors and adult educators.**

How can I develop language, literacy and/or numeracy skills in training?

Just like any other practical skills, the most effective way to learn new language, literacy or numeracy skills is to learn them as you need to use them, and to build on existing skills. The development of language, literacy and numeracy skills can be enhanced by:

- learning skills in application, not in isolation
- having access to skilled people who can show how to apply the skills, and
- getting constructive feedback on performance.

You need to be aware that the ability of learners to read, write, listen and speak will have an impact on their learning. Consider the sorts of language skills that underpin the technical skills in units of competency, as well as the workplace context in which the skills will be used.

Some learners struggle when applying their language, literacy and numeracy skills to the requirements of new workplace tasks. Check that the language, literacy and numeracy competencies required for training and assessment do not exceed those required for workplace competency. Check also that the skill is being used in the way in which it would be applied in industry. Show learners how to perform the task in context, give them constructive feedback on their performance, and let them practice.

Monitor the participation of learners. Make sure any materials provided are appropriate and, as part of sound teaching practice, reinforce learning through active demonstration and explanation as well as through any printed or electronic materials.

If you are using a language, literacy and numeracy specialist you may find it more effective to bring them into the training environment, rather than working in isolation. For example, learners involved in metal fabrication could be taught geometric principles while they measure the actual metal to be worked upon, rather than through abstract concepts alone. In this way the industry application of the formal language, literacy and numeracy processes becomes part of the learning process. Having a language, literacy and numeracy specialist within the training environment in this way may help learners to apply the formal literacy or numeracy processes to industry tasks.

AQTF Reference

Standards for Registered Training Organisations: Standard 9.

Resources

- The **Online Literacy and Numeracy Resource Centre for Trainers and Assessors** is a Toolbox you can purchase to obtain specific Training Package language, literacy and numeracy resources.
- **Negotiating Workplace Training** contains information about language, literacy and numeracy in a range of Training Packages.

How should I deal with language, literacy and numeracy for on-line learners?

Under the AQTF all RTOs must meet the requirements of the *Standards for Registered Training Organisations* across all their operations regardless of whether the training and assessment is conducted on-line or by other means. Standard 9.3 (ix) specifically requires RTOs to have effective strategies for learner support, monitoring and assessment where assessment or training is conducted on-line or by distance.

To participate effectively in on-line delivery and assessment learners require particular literacy practices that may be different from, or even more advanced than, those required for workplace performance. These skills include using a computer; reading on-screen text; using hypertext; integrating other media, visual and audio information; and responding electronically to trainers and assessors. Learning and assessment may be synchronous (that is with direct contact between learners and trainers/assessors such as phone, chat rooms) or asynchronous (with delayed contact via means such as email, bulletin boards).

RTOs must support learners in on-line delivery modes, including by providing language, literacy and numeracy support where required. They can do this by using learner selection practices appropriate to on-line learning, providing purpose-designed materials and providing direct or indirect mentor support.

AQTF Reference

Standards for Registered Training Organisations: Standards 9.3(ix); 9.4.

Resources

- The *Flexible Learning*, *TAFE Frontiers*, *Curriculum Corporation* and *EdNA* websites are some of the many sites to offer resources to support online learning.

RTO Policies and Procedures

What language, literacy and numeracy competencies should RTO trainers hold?

There is no requirement for trainers to undertake further professional training in language, literacy or numeracy acquisition beyond the *Certificate IV in Assessment and Workplace Training* unless this is specifically required by the accredited course or Training Package. An example of this may be the delivery of an accredited language, literacy and numeracy course where specialist skills may be required.

The *Certificate IV in Assessment and Workplace Training* raises awareness of issues related to the acquisition of language, literacy and numeracy, and the ways in which those skills relate to units of competency in Training Packages. However, it does not provide the specific language, literacy and numeracy expertise that may be required for specialist language, literacy and numeracy courses. If you teach or assess such courses you must meet human resource statements as specified in the accredited course documentation.

The Training and Assessment Training Package, under development and expected to be finalised in August 2003, will include specific units of competency dealing with language, literacy and numeracy in a vocational education and training environment. Check the National Assessment and Workplace Training (NAWT) website to track the progress of this important project. NAWT is a division of Business Services Training Australia (BSTA) which is an Industry Training Advisory Body.

All teachers, trainers and assessors delivering Training Packages or accredited curriculum must be able to demonstrate equivalence to the competencies of the existing Certificate IV in Assessment and Workplace Training.

AQTF Reference

Standards for Registered Training Organisations: Standard 7.3, 7.4

Resources

- The research report **Training for Adult Literacy Teaching Project** accessed via the LiteracyNet resource page examines the range of competencies required to work in adult literacy and basic education.
- Track the project progress and comment on the draft units of competency for training and assessment related to language, literacy and numeracy being developed for the **Training and Assessment Training Package**.
- The **Self Assessment Tool for Certificate IV in Assessment and Workplace Training** provides a means for documenting relevant employment history and experience to demonstrate equivalence to the minimum standard.

Can an RTO use volunteers?

Many community-based RTOs use volunteers to assist in the delivery of language, literacy and numeracy. The work of volunteers should occur under the supervision of a staff member with equivalence in *Certificate IV in Assessment and Workplace Training*.

AQTF Reference

Standards for Registered Training Organisations: Standard 7.4.

Resources

- The research report *Training for Adult Literacy Teaching Project* accessed via the LiteracyNet resource page examines the range of competencies required to work in adult literacy and basic education.
- Track the project progress and comment on the draft units of competency for training and assessment related to language, literacy and numeracy being developed for the *Training and Assessment Training Package*.

How can I raise staff awareness of language, literacy and numeracy issues?

The following suggestions may help you to raise awareness of language, literacy and numeracy issues. You could:

- acknowledge language, literacy and numeracy in your staff induction material
- invite a guest speaker with language, literacy and numeracy expertise to workshop issues with trainers and assessors
- provide opportunities for trainers and assessors to share internal expertise and strategies, and
- nominate a member of staff or department to be an internal resource for language, literacy and numeracy matters.

AQTF Reference

Standards for Registered Training Organisations: Standards 7.1; 7.2; 9.3(i); 9.3(vi); 9.4.

Resources

- *Literacy and Numeracy for VET* is a website developed for ACT VET in Schools teachers to give them a clear overview of the topic.
- *The Evidence* and *Make it Real* are professional development videos on literacy awareness in workplace training and assessment available for purchase from National Assessment and Workplace Training (*NAWT*), (a division of Business Services Training Australia, an Industry Training Advisory Body).
- The *Online Literacy and Numeracy Resource Centre for Trainers and Assessors* is a Toolbox you can purchase to obtain specific Training Package language, literacy and numeracy resources.

How do I manage partnerships for language, literacy and numeracy support?

Under Standard 1.6 of the *Standards for Registered Training Organisations* you have obligations when providing services under partnership arrangements.

You could use partnerships to provide services including:

- providing you with advice on the suitability of Training Package support materials
- conducting assessments where preliminary assessment or the accredited course indicates the need for a language, literacy and numeracy assessment
- providing additional support to an individual or group of learners to ensure successful completion of training, for example access to a tutor or additional hours of training, and
- providing trainers with additional language, literacy and numeracy expertise, for example for team teaching or assessment services.

AQTF Reference

Standards for Registered Training Organisations: Standard 1.6.

Resources

- The Department of Training in Western Australia has developed a funding model to support concurrent language, literacy and numeracy assistance in vocational education and training. Read the *CAVSS Discussion Paper* to find out more.
- The *Training Package Assessment Guides* provide a wealth of information on assessment. Access them through the Resource Generator. The Candidates Guide has clear information on preparing candidates for formal assessment.
- The assessment resource *Learning and assessment strategies guide: engaging enterprises/industry in the development and validation of learning and assessment strategies* has been developed by ANTA to support RTOs in involving industry in the development and validation of assessment strategies.

How do RTOs manage risks in relation to language, literacy and numeracy?

Standard 1.8 of the *Standards for Registered Training Organisations* specifies obligations in relation to risk management and compliance. Obligations for compliance in terms of language, literacy and numeracy must be considered, along with compliance with all other aspects of the Standards.

There are risks if your learners do not achieve the language, literacy or numeracy skills they need to successfully participate in training, and perform competently in the workplace. These risks may not only be for the RTO and learner, but more broadly for society.

AQTF Reference

Standards for Registered Training Organisations: Standard 1.8.

Resources

- See the *Risk Management Website* for information about this topic in general.

Training Delivery and Assessment

Is there any sensitivity around language, literacy and numeracy training?

Yes, you should consider the issue carefully — it can be a very sensitive one. Many people negatively associate the need for language, literacy and numeracy assistance in training with notions around a lack of worth. They do not realise that in fact many people may need such support.

Think about how you can remove or disarm the stigma potentially associated with language, literacy and numeracy support for adults. Consider ways to make such support a part of training delivery for all learners, rather than for a potentially marginalised group. With experience you will be able to identify the industry competencies that students generally find difficult because of the language, literacy and numeracy skills involved. Providing support for all learners undertaking those particular competencies might be a starting point for integrating literacy support as a normal part of vocational training delivery.

You need to recognise that many people undertaking training may be very nervous about some aspects of their language, literacy and numeracy skills, despite successful industry experience and knowledge. People react in many different ways to this nervousness. For example, some will avoid at all costs, having to sit maths tests or reading out loud in front of others. Some will glaze over and disengage with training activities that remind them of school. Some will feel angry and defensive if their 'weaknesses' are being exposed. Some will feel judged and humiliated, as if their language, literacy and numeracy skills are indicators of their intelligence, worth or potential.

Reactions differ, but the issue is the same. Unless you handle language, literacy or numeracy skills development professionally and sensitively, you could create unnecessary barriers for learners that may undermine the effectiveness of their training.

AQTF Reference

Standards for Registered Training Organisations: Standards 6.3(iv-vii); 8.1(iii); 8.1(viii); 9.1(c); 9.3(v).

Resources

- **The Evidence and Make it Real are professional development videos on literacy awareness in workplace training and assessment available for purchase from National Assessment and Workplace Training (NAWT), (a division of Business Services Training Australia, an Industry Training Advisory Body).**
- **The Online Literacy and Numeracy Resource Centre for Trainers and Assessors is a Toolbox you can purchase to obtain specific Training Package language, literacy and numeracy resources.**
- **The Adult Basic Education Information Service (ARIS) houses a collection of language, literacy and numeracy resources for workplace trainers and assessors and adult educators.**

How do you include language, literacy and numeracy in vocational training?

Teaching, learning and assessment activities need to include opportunities to strengthen the language, literacy and numeracy skills of learners to develop appropriate workplace communication.

RTOs are responsible for ensuring learners have the language, literacy or numeracy skills that underpin competencies. In order to develop competencies, you may need to teach or revise basic, or even more advanced, reading, writing, speaking, listening and maths skills as they are used in the industry. Once skills are learnt, provide opportunities for learners to apply their theoretical knowledge to relevant workplace processes or tasks.

Depending on their life experience and previous educational backgrounds, learners may also need to learn about the types of texts used for instruction. For example, learners who are unfamiliar with note-taking during a video may need to be coached on how to do this effectively. In doing this, you should consider the age, gender, linguistic and cultural background of the learners.

Materials should also be written in Plain English and sound in their instructional design.

AQTF Reference

Standards for Registered Training Organisations: Standards 6.3(iv); 8.1(iii); 8.1(iv); 9.1(c); 9.3(i).

Resources

- **Literacy and Numeracy for VET is a website developed for ACT VET in Schools teachers to give them a clear overview of the topic.**
- **The Evidence and Make it Real are professional development videos on literacy awareness in workplace training and assessment available for purchase from National Assessment and Workplace Training (NAWT), (a division of Business Services Training Australia, an Industry Training Advisory Body).**
- **The Online Literacy and Numeracy Resource Centre for Trainers and Assessors is a Toolbox you can purchase to obtain specific Training Package language, literacy and numeracy resources.**

What do we mean by assessment in VET?

The Standards for Registered Training Organisations define assessment as follows:

‘Assessment means the process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.’

AQTF Reference

Standards for Registered Training Organisations: Standard 8; 9.

Resources

- **The Training Package Assessment Guides provide a wealth of information on assessment. Access them through the Resource Generator. The Candidates Guide has clear information on preparing candidates for formal assessment.**

What do we mean by language, literacy and numeracy assessment?

Language, literacy and numeracy assessments can take various forms and can be used for various purposes. They can be conducted prior to enrolment in vocational qualifications or units of competency; prior to enrolment in a specific language, literacy and numeracy course; or, during or after training.

For example, prior to enrolment you could conduct a language, literacy and numeracy assessment through an interview process. In this way you can provide prospective learners with information about the training and learning environment and gain an understanding of their interests, learning styles and indicative language, literacy and numeracy skills. You can use the information you gather to inform decisions about placement of the learner in the course and any additional support required.

Assessment of language, literacy and numeracy competencies can also be conducted as part of a formal assessment against Training Package units of competency or accredited course learning outcomes. In this process you must observe the assessment requirements of the Training Package or accredited course.

Sometimes language, literacy and numeracy assessment is specifically required under Government funding contracts. You must follow the contractual requirements in such cases.

AQTF Reference

Standards for Registered Training Organisations: Standard 6.3; 8.1; 9.1(a).

Resources

- **A Question of Evidence** is a professional development resource including a video demonstrating an effective language, literacy and numeracy pre training assessment.
- The **Training Package Assessment Guides** provide a wealth of information on assessment. Access them through the Resource Generator. The Candidates Guide has clear information on preparing candidates for formal assessment.
- **Acknowledging Diversity in Assessment Practices** developed by NSW Adult Multicultural Education Service has information on assessment of language, literacy and numeracy.

Are RTOs required to assess the language, literacy or numeracy skills of prospective learners?

While it is useful for RTOs to find out about the language, literacy and numeracy skills of learners, language, literacy and numeracy testing of all learners is not mandatory under the AQTF.

Standard 6 of the Standards for *Registered Training Organisations* requires you to disseminate clear information prior to enrolment about provision for language, literacy and numeracy assessment. Each RTO has the freedom to determine how, and to whom, this assessment is provided based on factors such as their scale of operations, scope of registration and client profile.

Formal language, literacy and numeracy tests can provide you with reliable information if they are culturally appropriate, unbiased, relevant to the context and specific to the training and assessment methodologies used. They should be designed and administered by people skilled in their use. However, given the time and expertise required, such tests can be costly.

You may decide to use less formal options to get a general sense about which clients are likely to need language, literacy and numeracy support, and in which training programs this is required. The following may help your informed guesswork.

- Experienced trainers will know from previous experience which parts of the course students may struggle with, and what specific skills are needed.
- Students from certain social or cultural backgrounds may be more likely to need support.
- Some students may indicate their need before or during the enrolment process.
- Some students will ask for support during training or assessment.
- Some courses make particularly heavy demands on reading, comprehension or maths skills thus indicating a need for pre-testing and ongoing support.

If you decide to invite prospective learners to indicate that they have language, literacy or numeracy needs by ticking a box on application forms, be realistic about the limitations of such self-disclosure.

AQTF Reference

Standards for Registered Training Organisations: Standard 8.1, 6.3.

Resources

- **A Question of Evidence** is a professional development resource including a video demonstrating an effective language, literacy and numeracy pre training assessment.
- The **Training Package Assessment Guides** provide a wealth of information on assessment. Access them through the Resource Generator. The Candidates Guide has clear information on preparing candidates for formal assessment.
- **Acknowledging Diversity in Assessment Practices** developed by NSW Adult Multicultural Education Service has information on assessment of language, literacy and numeracy.
- A resource for pre-training assessment based on the NRS is provided on the **Negotiating Workplace Training** website.

What literacy assessment materials are available?

There are various commercial literacy tests on the market. However, these are generally directed at schools, and are used to test the developmental language learning of children. As such, they may not be appropriate for use in a vocational context with adults.

When a person participates in on the job training, signs up for a traineeship or apprenticeship, or enrolls in a vocational course, it is useful to have an indication of whether they have the language skills to engage in, and successfully complete the training. However, there is no single measure of language, literacy and numeracy that can denote competency in a particular situation. An adult may be perfectly literate in one situation but struggle to communicate in another. Adults display a wide variety of skills that reflect their life experiences. Language, literacy and numeracy skills should only be assessed in relation to the context of their use.

Where a language, literacy and numeracy assessment is conducted in vocational education and training it should be made in relation to either an accredited course or a Training Package.

The tools used by the RTO will depend on the purpose of the assessment. It can be in the form of identifying learner needs, assessing current competency, assessing the outcomes of training, and any guidelines provided in the accreditation documentation.

AQTF Reference

Standards for Registered Training Organisations: Standards 8.1.

Resources

- A resource for pre-training assessment based on the NRS is provided on the **Negotiating Workplace Training** website.
- **Understanding and applying vocational language, literacy and numeracy within the AQTF** is a resource containing a wealth of practical information Developed by the Queensland Department of Employment and Training the 1.9 Mb file takes 1-2 minutes download time on an average 56K modem.

What about reasonable adjustment in assessment?

‘Reasonable adjustment’ is about ensuring that all people have a fair and reasonable opportunity to participate, and succeed in, vocational education and training. To do this sometimes we make reasonable adjustments to training and assessment activities and processes.

Reasonable adjustments can be made where required, as long as the competencies are not compromised. For example, a learner who has a visual impairment may be provided with large print on screen as this could also be used in the workplace. A learner with a physical disability may be allowed more time to key in text, or be allowed to use a program that speeds up this process. A learner with low literacy skills, where mastery of these skills is not required for the competency, may be allowed to answer questions verbally rather than writing them down in a test situation.

AQTF Reference

Standards for Registered Training Organisations: Standard 6.

Resources

- Contact the **National Accrediting Authority for Translators and Interpreters (NAATI)** for translation of documents and interpreter services.
- **The Training Package Development Handbook** provides information on reasonable adjustment in training and assessment (part 6 section 3) and also provides information on language, literacy and numeracy in Training Packages (part 6 section 1).
- **Fair go in training for people with a disability: meeting your Australian Quality Training Framework** obligations covers disability issues within the AQTF (developed by the Queensland Department of Employment and Training).
- The **Adult Multicultural Education Service (AMES)** in your State or Territory may be able to provide information on non Standard forms of English.
- **Acknowledging Diversity in Assessment Practices** developed by NSW Adult Multicultural Education Service has information on assessment of language, literacy and numeracy.

Resources

AQTF resources

AQTF in general

(<http://www.anta.gov.au/aqtfWhat.asp>)

AQTF resources and information

(<http://www.anta.gov.au/pubBundle.asp?qsID=10>)

Standards for Registered Training Organisations

(<http://www.anta.gov.au/pubBundle.asp?qsID=10>)

Standards for State and Territory Registering/Course Accrediting Bodies

(<http://www.anta.gov.au/pubBundle.asp?qsID=10>)

Guidelines for Course Developers

(<http://www.anta.gov.au/publication.asp?qsID=345>)

Language, literacy and numeracy related resources

Acknowledging Diversity in Assessment Practices developed by NSW Adult Multicultural Education Service has information on assessment of language, literacy and numeracy.

(<http://publications.ames.edu.au/content/detailpage.asp?categoryID=7&ProductID=73>)

Adult Basic Education Information Service (ARIS) website houses a collection of language, literacy and numeracy resources for workplace trainers and assessors and adult educators.

(<http://www.aris.com.au>)

A New Assessment Tool provides practical advice on aspects of language, literacy and numeracy for workplace trainers and assessors.

(<http://www.anta.gov.au/publication.asp?qsID=28>)

A Question of Evidence is a professional development resource including a video demonstrating an effective language, literacy and numeracy pre training assessment.

(<http://www.shf.com.au/anta/index.html>)

Australian Communication Exchange (ACE) is a not-for-profit, Australian organisation dedicated to empowering those who are Deaf or have a hearing, speech or communication impairment, to obtain access to the telephone and other telecommunication networks.

(<http://www.aceinfo.net.au/>)

Blind Citizens Australia provides World Wide Web development guidelines and accessibility standards to assist people with vision impairment access on-line communication.

(<http://www.bca.org.au/webacc.htm>)

Blueprint for implementation of 'Bridging Pathways', the five-year national strategy for the participation of people with a disability in vocational education and training.

(<http://www.anta.gov.au/publication.asp?qsID=57>)

Blueprint for implementation of 'Partners in a Learning Culture', the five-year national strategy for the participation of Indigenous peoples in vocational education and training.

(<http://www.anta.gov.au/publication.asp?qsID=62>)

Built in not Bolted On provides practical introductory information for trainers and assessors on language, literacy and numeracy in competency standards.

(<http://www.anta.gov.au/publication.asp?qsID=318>)

CAVSS Discussion Paper about the WA Department of Training funding model to support concurrent language, literacy and numeracy assistance in vocational education and training

(http://www.training.wa.gov.au/initiatives-events/docs/forum/session2/session08_bates-handout.doc)

Communication Skills for Workplace Assessors developed by NSW Adult Multicultural Education Service, and contains practical advice about language issues in training and assessment.
(<http://publications.ames.edu.au/content/categorylist.asp?categoryID=7>)

Curriculum Corporation website offers resources to support online learning.
(<http://www.curriculum.edu.au/>)

EdNA online is a service that aims to support and promote the benefits of the internet for learning, education and training in Australia.
(<http://www.edna.edu.au/vet.html>)

Equity Toolboxes are range of training products to assist users of Training Packages.
(<http://flexiblelearning.net.au/equity>)

Fair go in training for people with a disability: meeting your Australian Quality Training Framework obligations covers disability issues within the AQTF.
(<http://www.training.qld.gov.au/aqtf/disability/pdf/fairgo.pdf>)

Flexible Learning website offers resources to support online learning.
(<http://flexiblelearning.net.au/toolbox/about.htm#equity>)

Indigenous training information website provides training related information and links to other relevant websites.
(<http://www.itis.edu.au/>)

International Adult Literacy Survey coordinated by the Organisation for Economic Cooperation and Development (OECD) and Statistics Canada.
(<http://www.abs.gov.au>)

Learning and assessment strategies guide: engaging enterprises/industry in the development and validation of learning and assessment strategies has been developed by ANTA to support RTOs in involving industry in the development and validation of assessment strategies.
(<http://www.anta.gov.au/search.asp?QSScope=1>)

Literacy and Numeracy for VET is a website developed for ACT VET in Schools teachers to give them a clear overview of the topic.
(<http://www.decs.act.gov.au/publicat/litnumVET/default.htm>)

LiteracyNet provides a comprehensive range of up to date links to useful literacy information in vocational education and training.
(<http://www.detya.gov.au/ty/litnet/resources.htm>)

Make it Real is a professional development video on literacy awareness in workplace training and assessment available for purchase from National Assessment and Workplace Training (NAWT).
(<http://www.nawt.com.au/>)

National Accrediting Authority for Translators and Interpreters (NAATI) for translation of documents and interpreter services.
(<http://www.naati.com.au/index.html>)

National Training Information Service electronic database providing comprehensive information about RTOs, Training Packages and accredited courses.
(<http://www.ntis.gov.au/>)

Negotiating Workplace Training contains information about language, literacy and numeracy in a range of Training Packages.
(<http://www.dest.gov.au/nwt/index.html>)

The *Negotiating Workplace Training* website has information on mapping units of competency from a range of Training Packages to the NRS.
(http://www.dest.gov.au/nwt/frame_mapping.htm)

NRS web site provides principles of assessment and mechanisms for ascertaining the language, literacy and numeracy skills of learners.
(<http://www.nrs.dest.gov.au/>)

The *NRS case studies* on the NRS home page show practical examples of NRS use across a range of provision.
(<http://www.nrs.dest.gov.au/cases/index/.htm>)

NTQC Quality Principles for the noting of Training Package Support Materials.
(<http://www.anta.gov.au/pubBundle.asp?qsID=17>)

Online Literacy and Numeracy Resource Centre for Trainers and Assessors is a Toolbox you can purchase containing specific Training Package language, literacy and numeracy resources.
(<http://www.flexiblelearning.net.au/toolbox/series4/425.htm>)

Plain English at Work provides information about writing in plain English and streamlining documentation.
(http://www.dest.gov.au/ty/publications/plain_en/contents.htm)

Resource for pre-training assessment based on the NRS is a resource provided from the Negotiating Workplace Training website.
(<http://www.dest.gov.au/nwt/pdf/pretrain1.pdf>)

Risk Management Website provides information about risk management in general.
(<http://www.riskmanagement.com.au/>)

Self Assessment Tool for Certificate IV in Assessment and Workplace Training provides a means for documenting relevant employment history and experience to demonstrate equivalence to the minimum standard required under the AQTF.
(<http://www.anta.gov.au/publication.asp?qsID=288>)

Survey of Aspects of Literacy provides Australian research as a component of the International Adult Literacy Survey.
(<http://www.abs.gov.au/>)

TAFE Frontiers website offers resources to support online learning.
(<http://www.tafefrontiers.com.au/>)

The Evidence is a professional development video on literacy awareness in workplace training and assessment available for purchase from National Assessment and Workplace Training (NAWT).
(<http://www.nawt.com.au/>)

Training and Assessment Training Package - track the project progress and comment on the draft units of competency for training and assessment related to language, literacy and numeracy being developed for this Training Package.
(<http://nawt.bsitab.net/>)

Training for Adult Literacy Teaching Project examines the range of competencies required to work in adult literacy and basic education.
(<http://www.dest.gov.au/ty/litnet/resources.htm>)

Training Package Assessment Guides provide a wealth on information on assessment. Access them through the Resource Generator. The Candidates Guide has clear information on preparing candidates for formal assessment.
(<http://www.resourcegenerator.gov.au/Login.asp>)

Training Package Development Handbook provides a full explanation of how language, literacy and numeracy skills are addressed in Training Packages.
(<http://www.anta.gov.au/publication.asp?qsID=213>)

Training Package Support Materials for *Certificate IV in Assessment and Workplace Training* provide users of the Training Package for Assessment and Workplace Training with information about language, literacy and numeracy issues.

(<http://www.nawt.com.au/>)

Training Package Support Materials Guide assists in the development of training support materials that meet the needs of the learner.

(<http://www.anta.gov.au/publication.asp?qslD=29>)

Understanding and applying vocational language, literacy and numeracy within the AQTF is a resource containing a wealth of practical information.

(<http://www.training.qld.gov.au/aqtf/pdf/ln.pdf>)

Vocational education and training literacy and numeracy: Review of research, NCVET, 2001, M Watson et al, 2001.

(<http://www.voced.edu.au/index.htm>)

Workplace English Language and Literacy (WELL) website provides information on funding for specialised language, literacy and numeracy training within the workplace.

(<http://www.dest.gov.au/ty/well/default.htm>)

Useful Contacts

Commonwealth

Department of Science, Employment and Training

National Office:

GPO Box 9880, CANBERRA ACT 2601

16-18 Mort Street

CANBERRA ACT 2600

Ph: (02) 6240 8111

www.dest.gov.au

State and Territory Registering/Course Accrediting Bodies

New South Wales

NSW Vocational Education Training Accreditation Board

NSW Department of Education and Training

Locked Bag 53

DARLINGHURST NSW 1300

Ph: (02) 9244 5335

Fax: (02) 9244 5344

www.vetab.nsw.gov.au

Victoria

Office of Training and Tertiary Education

GPO Box 266D

MELBOURNE VIC 3001

Ph: (03) 9637 2762

Fax: (03) 9637 2520

www.otte.vic.gov.au

Queensland

Department of Employment and Training Queensland

Locked Mail Bag 527

GPO BRISBANE QLD 4001

Ph: (07) 3247 5477

Fax: (07) 3247 5488

www.det.qld.gov.au

Western Australia

Training Accreditation Council WA

Level 2, 151 Royal Street

EAST PERTH WA 6004

Ph: (08) 9235 6035

Fax: (08) 9235 6142

www.training.wa.gov.au

South Australia

Accreditation and Registration Council

Department of Employment, Further Education, Science and Small Business

GPO Box 1152

ADELAIDE SA 5001

Ph: (08) 8226 3065

Fax: (08) 8226 0429

www.training.sa.gov.au/ovet_home.asp

Australian Capital Territory

ACT Accreditation and Registration Council
Department of Education, Youth and Family Services
PO Box 985
CIVIC SQUARE ACT 2608
Ph: (02) 6205 7066
Fax: (02) 6205 7045
www.decs.act.gov.au/services/Training.htm

Northern Territory

Northern Territory Employment
and Training Authority
GPO Box 2925
DARWIN NT 0801
Ph: (08) 8999 4396
Fax: (08) 8999 4300
www.nt.gov.au/nteta

Tasmania

Office of Post Compulsory Education and Training
GPO Box 301
HOBART TAS 7001
Ph: (03) 6233 7886
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www.opcet.tas.gov.au

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