

Built in not bolted on

revised edition 2000

An information kit for

language, literacy & numeracy practitioners

training managers

industry trainers

about

language, literacy & numeracy issues

in the delivery of
Training Packages

Acknowledgments

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This revised edition builds upon the initial work by linking the information about the way language, literacy and numeracy has been incorporated into Training Packages with implementation, delivery and assessment issues.

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1. Training Today

Training Packages

Training Packages are a major development in Australia's VET (Vocational Education and Training) sector. They form the basis for training in industry.

Training Packages are an expression of the evolution of the National Training Reform Agenda of the 1990s, and are now part of the National Training Framework (NTF).

Outcomes are mandated by industry

Many industries, through the appropriate Industry Training Advisory Body (ITAB) have developed Training Packages. Each Training Package has *endorsed competency standards*, which are the predetermined or mandated outcomes of the training.

The competency standards define the skills and knowledge necessary to perform different tasks and to fulfil different job roles in an industry sector.

Clear relationship between assessment and training

Before Training Packages, the major focus was often on the training and how to deliver the learning outcomes in accredited curricula. Now, Training Packages shift the focus away from classroom-based delivery of curricula towards on-the-job assessment and customised or workplace contextualised training.

Training Packages make it clear how training and assessment should continuously inform each other, and not be experienced by training participants as completely separate parts of the path to a qualification.

Training Packages encourage greater flexibility in delivery: delivery can be on or off the job, face-to-face, self-paced or through distance learning, and can consist of whatever individual or group of competencies are required.

There can be a number of pathways for an employee to demonstrate achievement of a competency standard through a variety of assessment methods.

In a sense, training delivery has been 'deregulated'. Appropriate training fills gaps in competency, or teaches new competencies, but the objective is to collect evidence. Evidence of competence can come from a variety of sources, including experience, previous training or jobs, transfer of skills or knowledge from another job.

A bonus of Training Packages is that this variety of assessment pathways allows movement away from written exams or 'tests' as the predominant assessment method.

The challenges now in focus for training providers are to deliver context relevant training, to demonstrate excellence in assessment practice, and to develop best practice assessment systems.

The inclusion of workplace communication in Training Packages

During the 1990s, industry recognised that language, literacy and numeracy skills underlie all areas of work to some extent. There has also been a growing realisation of the importance of relationship skills in team-based workplaces. This bundle of skills is often referred to as 'workplace communication skills'.

The term 'workplace communication' has emerged as the preferred term, as it is more inclusive of all employees and does not have the possible worker deficit connotation of 'language, literacy and numeracy skills'.

ITABs have been encouraged and supported by the Australian National Training Authority (ANTA) through the DETYA funded 'Workplace Communication in Training Packages' project to incorporate information about language, literacy and numeracy skills into Training Packages. Much of this work was referenced to the *National Reporting System (NRS)*, a nationally recognised resource which has provided a tool for identifying language, literacy and numeracy competencies in workplace tasks.

To access the advice given to Training Package Developers about how to incorporate language, literacy and numeracy standards, locate the publications page of the ANTA website:

http://www.anta.gov.au/anta_prod/PUBS/ALALLPUBS1.asp

Download the *Training Developers Handbook*. Part 6 Section 1 deals with language, literacy and numeracy in Training Packages.

The inclusion of language, literacy and numeracy information is a major contribution to the richness, explicitness and fairness of information about exactly what it takes to be competent in a workplace task. Understanding where and when language, literacy or numeracy skill is required is essential for the implementation of appropriate training and fair assessment.

In chapter 3, we look at the number of ways in which language, literacy and numeracy practitioners can engage with Training Packages, and make important contributions to training and assessment.

Partnerships between industry and Registered Training Organisations

The phrase “just in time, just enough, just for me” captures the need that industry now expects training providers to respond to.

This is both a challenge and an exciting opportunity for Registered Training Organisations (RTOs) to form partnerships with industry and to have active dialogue about training and assessment design.

2. Training Packages

What do language, literacy and numeracy practitioners need to know?

Trainers and assessors become familiar with the structure and contents of a Training Package as they deliver it. The terminology and format of Training Packages have become common language used in the VET sector and in industry.

To become contributors to industry training, literacy practitioners must also acquire familiarity with the 'text' of the Training Package.

The major components and terminology of Training Packages are described in this chapter. In chapter 4, extracts are shown from Training Packages, and in the case study in chapter 6, more examples are given. See also chapter 2 in *A new assessment tool – professional development kit for Trainers and Assessors* at www.anta.gov.au and the *Training Package Developers Handbook*, Part 6 Section 1.

Why Training Packages?

Many of Australia's systems have developed on a state by state basis. For example, our freight train tracks used to differ in width between states. This made the transfer of goods time-consuming and costly. The move towards standardised tracks has optimised trade within Australia.

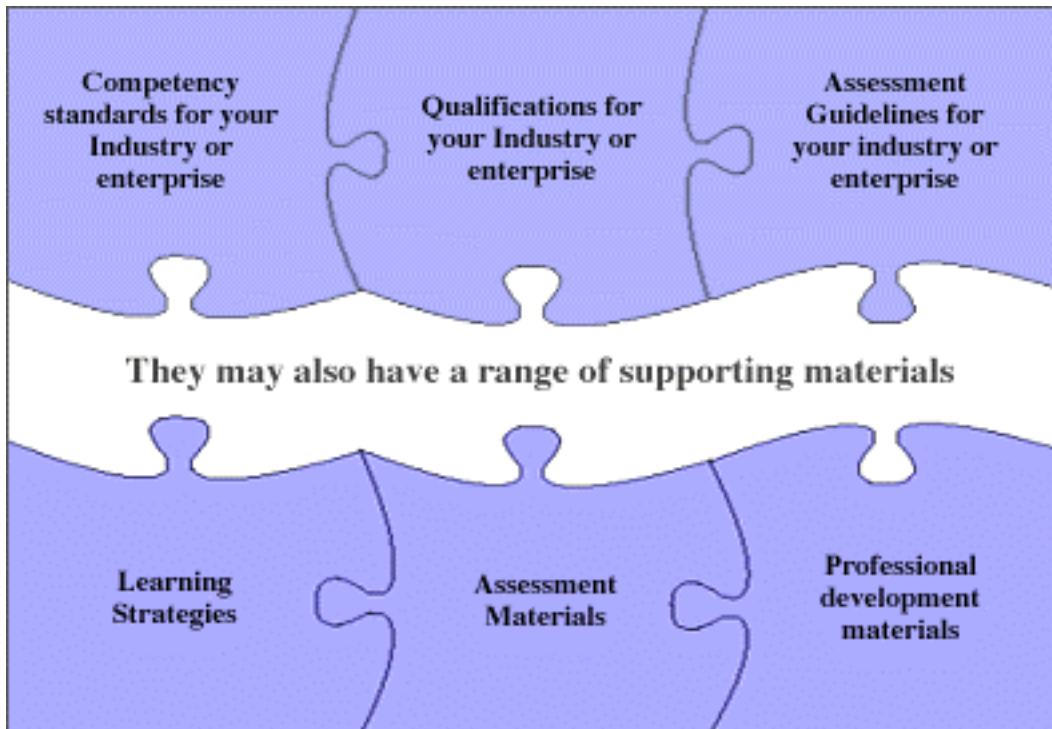
Training delivery and the issuing of qualifications developed on a similar state-by-state basis. Many learners and training organisations struggled with interpreting the equivalence or difference in qualifications issued by each state, and by training providers within each state.

The development of a single national system of training and the introduction of Training Packages is a way of ensuring vocational education and training outcomes are consistent across the entire Australian workforce.

Industry has strongly supported the implementation of Training Packages and the federal government has provided significant funding for their development. The development of a Training Packages is coordinated by the relevant Industry Training Advisory Body (ITAB).

What's in a Training Package?

You may have seen the parts of a Training Package represented by this diagram



Go to www.anta.gov.au for easy to follow thorough information about Training Packages in the sections *ABC of VET* or *Tell me about Training Packages*.

The Endorsed Components

The endorsed components of Training Packages provide a common industry-developed basis for training and assessment. The National Training Framework Committee endorses the three components:

- National Competency Standards
- Assessment Guidelines
- Qualifications

1. National Competency Standards

Competency standards describe the areas in which people need to be competent to do a particular job to the standards required by industry. These standards have been developed through wide-ranging consultation with various sectors of a particular industry.

The standards focus on what people must be able to do, and on the underpinning knowledge required to demonstrate competency.

Most ITABs have understood and acknowledged the importance of workplace communication issues in training and have included information about language, literacy and numeracy in the competency standards format.

Competency standards in a Training Package include the following information:

Unit title and descriptor	Names the competency and gives a brief explanation of what it means or how it is applied.
Elements of competency	Describes the actions or outcomes that are assessable.
Performance criteria	Specifies the required level of performance of the elements of competency.
Range of variables	Identifies the range of contexts and conditions to which the performance criteria apply. It adds flexibility to the assessment of the unit by taking into account the diversified nature of work within an industry.
The evidence guide	Provides information for the assessment of the unit. It may outline suggested methods of assessment or it could specify things such as "critical evidence".

There is a sample unit of competency in chapter 4 and in the case study in chapter 6.

2. Assessment Guidelines

This section could include the following information:

- The qualifications that assessors must hold
- Rules for assessment procedures
- Guidelines for good assessment practice including assessment methods, assessment pathways and development of assessment instruments
- Guidance for dealing with language, literacy and numeracy issues in assessment.

3. National Qualifications

Each Training Package specifies the national qualifications that may be awarded on successful completion of a specified pathway or combination of competencies. This section contains an outline of the core and elective competencies that must be packaged to constitute a full certificate that will be recognised nationally by industry.

Training Packages will usually specify qualifications at the following Australian Qualifications Framework (AQF) levels:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV

Some may also include

1. Diploma
2. Advanced Diploma

In some instances, a Training Package might specify only one credential at each certificate level. However, if the Training Package is large and covers a number of sector/streams, it could specify as many as forty different qualifications. For example, the *Food Processing Training Package* has thirteen sector streams such as *Fruit and Vegetable*, *Petfood*, *Biscuits*, *Confectionary* and each stream has its own credentials.

Increasingly, industry is also seeking the option of accessing training and assessment in timely chunks which are smaller than a full certificate eg an enterprise may choose the combination of units of competency best suited to its business needs.

Support Materials

This component of the Training Package is a variety of resources and materials that support the delivery of the Training Packages.

ITABs, publishers and Registered Training Organisations may apply to have resources "noted" by the Australian National Training Authority and listed as part of the non-endorsed component of the Training Package.

Non-endorsed supporting materials are not likely to be found in one folder / package in the same way as the endorsed sections of the Training Package are presented.

Supporting materials could include

- Learning Strategies

- Assessment Resources

- Professional Development Materials

These materials are important references for literacy practitioners who deliver, assess or advise about Training Packages. See '*Where to find more information*' at the end of this document for how to keep up-to-date with supporting materials for Training Packages.

In many cases, the materials will be developed or distributed through the relevant ITAB. However, literacy practitioners, trainers and assessors should also maintain regular contact with publishers and professional bodies, as they will be a useful source for a wide variety of other resources.

3. How can language, literacy & numeracy practitioners work with Training Packages?

The issuing of Training Package qualifications to employees in a workplace requires the involvement of a Registered Training Organisation (RTO). The RTO can be a public or private training provider. An enterprise can also gain recognition as a Registered Training Organisation and issue its own qualifications.

Enterprises that are RTOs may approach another RTO for assistance with specialist needs, such as workplace communication skills development.

Partnerships between Registered Training Organisations and industry

The following is an example of how an RTO might negotiate a partnership with industry:

- identify and make links with industries using Training Packages
- identify ways to support large industries and small business to implement Training Packages
- listen to and collaborate with a workplace to identify the diverse training needs
- act as a broker and negotiate possible training options with workplace management and with training clients
- assist a workplace to access funding sources to support training
- identify the link between training outcomes and financial benefits to industry
- explain the RTO's responsibility to oversee and conduct assessment, to keep training and assessment records and to issue qualifications
- deliver clear messages to industry management and workplace assessors about the benefits of working in partnership with language and literacy specialists
- understand the concept and practice of flexible delivery and develop materials and methodology to support flexible delivery

Where does the language, literacy and numeracy practitioner fit?

As a training partnership is negotiated, a language and literacy practitioner may be asked by a Registered Training Organisation to assist a workplace with Training Package delivery and assessment.

A most likely first point of involvement for a literacy specialist will be to deliver 'communication' units of competence, particularly to employees at AQF levels

1, 2 and possibly 3. At these levels, language, literacy and numeracy issues may be (or may be perceived to be) barriers to demonstrating competence in some workplace tasks.

Two important points to make:

- Language, literacy and numeracy practitioners can contribute to Training Package delivery in several constructive and innovative ways. However, literacy specialists should expect to first establish credibility with a workplace through the achievement of training and assessment outcomes, before diverse specialist services are asked of them.
- The most strategic and effective role in industry for a language, literacy and numeracy practitioner will be as a member of a training team. The training team may consist of a number of trainers and assessors from a Registered Training Organisation (RTO), but must have at least one person from the workplace with specialist industry knowledge.

Within such a team, a literacy specialist can contribute in a number of ways:

Delivering face-to-face training

- The core units of many Training Packages are very similar to the traditional area of the language, literacy and numeracy practitioner. Examples are units of competency at a range of AQF levels that deal with
 - workplace communication
 - documentation and recording
 - mathematical concepts
 - participating in teams
 - interacting with people (eg customers)

It is really important for language, literacy and numeracy trainers to approach the delivery of the core units as a customisation challenge. "Core" unit does not mean that the training should be so generic that it only occasionally relates to what happens in a particular workplace.

There are two complementary approaches to the customisation of the core units:

- The familiar method of gathering authentic workplace documents and scenarios and using those in face-to-face or self-paced training
- The less familiar but emerging method of looking across all units of the Training Package, including technical units, to see where the skills in the core competencies are required, where they are 'built in'. For example, you need to be able to independently complete workplace documents at some levels of Occupational Health and Safety competency.

This approach means that a job is looked at as a continuous whole, and a matrix can be drawn up showing what parts of a person's job can yield evidence for demonstrating competency in the core units. In other words, assessment of these competencies may be done over a longer term, rather than being confined to only front end 'bolted on' separate training. The literacy specialist can deliver specific training and assist with the identification of how core competencies are embedded within a job.

- Literacy practitioners have also been asked to deliver training from *Certificate IV in Assessment and Workplace Training* to a range of workplace personnel. This means that language, literacy and numeracy practitioners should have this qualification in order to offer this training.

Some workplace trainers and supervisors are not confident themselves with the written requirements of being on-the-job trainers and assessors. A literacy specialist is ideally placed to identify and implement appropriate strategies to support training and assessment for these employees, while ensuring that the integrity of the qualification is maintained.

Co-delivering training

In some workplaces, a language, literacy or numeracy expert may be asked to work with a technical specialist in face-to-face-training.

Supporting training

Some employees need specialist assistance with the language, literacy or numeracy skills required in some units of competence. Specialist support can be used to support the trainees or trainer between sessions.

Assessing

In order to assess units of Training Packages, language, literacy and numeracy specialists must have qualifications, as mentioned above. All assessors are required to complete the units *Plan Assessment (BSZ401A)*, *Conduct Assessment (BSZ402A)* and *Review Assessment (BSZ403A)* from the *Certificate IV in Assessment and Workplace Training*.

Language, literacy and numeracy specialists can then assist in these ways:

- assessing units dealing with communication, team work, mathematical concepts etc
- preparing reader friendly assessment instruments
- working alongside the industry expert during primarily technical assessments

In the case study in chapter 6, the language and literacy specialist delivers and assesses an Occupational Health and Safety unit. She does this in consultation with a workplace trainer and OH&S Officer, whose expertise is needed to ensure that the training is effective, and that the assessment is fair and appropriate to the particular workplace.

Helping to design training and assessment

The language, literacy and numeracy specialist can assist by

- identifying language, literacy and numeracy issues within a unit of competency
- interpreting the elements and the performance criteria in the Training Package
- identifying the implications of the language, literacy and numeracy issues for assessment tasks
- recommend a training plan design that allows for specialist training if it is necessary

Collaborating in the development of training materials and assessment tools

The language, literacy and numeracy specialist can assist by:

- consulting with and advising assessors on the development of assessment tools
- collaborating in the development of customised training materials and assessment tools
- checking assessment tasks for appropriateness of language, literacy or numeracy demands
- finding appropriate authentic resources within the workplace for use by trainers and assessors
- developing reader friendly customised learning materials eg for face-to-face delivery, for self-paced delivery

Advising about training strategies

Language literacy and numeracy practitioners are experienced experts in the adult learning experience, and as part of an industry training team can model the delivery of training and assessment, and/or can share strategies and approaches with industry trainers.

In particular, literacy specialists can advise about:

- giving a clear overview of the training and assessment processes
- pacing training delivery to have a mix of information giving and participant activity
- layout, content, use of diagrams, use of white space and font size to achieve reader friendly training notes and overhead transparencies
- teaching/learning strategies to cater for different learning styles within a group

Consulting to the workplace

As an RTO develops its partnership with a workplace, a language or literacy specialist may be asked to act as a consultant in the following ways:

- reviewing an organisation's quality documentation for reader friendliness and accessibility
- plain English rewriting of materials such as safety procedures, instructions and operating manuals
- providing professional development to workplace staff, focusing on language and literacy in industry standards
- checking memos, letters and newsletters for clarity and reader friendliness
- co-developing training, record keeping, and assessment systems
- sourcing other trainers with particular expertise

Participating in moderation of assessment

Moderation is a formal review procedure where assessors within or across organisations gather to discuss assessment tools and procedures to ensure that the principles of assessment are observed ie:

- validity
- reliability
- flexibility
- fairness

Moderation is an excellent activity for quality monitoring and benchmarking, for professional development and professional networking. Many language, literacy and numeracy practitioners have a depth of experience in moderation and can contribute expertise about:

- conducting the moderation process itself
- the appropriateness or otherwise of the language, literacy or numeracy demand in an assessment task, either in the demands of the task, or in the interpretation of the performance of the task

4. Recognising language, literacy & numeracy issues in a Training Package

Most Training Package developers, the Industry Training Advisory Bodies (ITABs), have understood and acknowledged the importance of workplace communication issues in training and have included information about language, literacy and numeracy in the competency standards format.

Locating language, literacy and numeracy information in Training Packages

All trainers and assessors need to locate the language, literacy and numeracy information in the Training Packages they are using. This is necessary to ensure that they are delivering appropriate training, and conducting fair, valid and reliable assessments.

Information about workplace communication skills appears in Training Packages in a number of places. This may at first seem confusing or daunting to trainers and assessors. A literacy expert can play a key role in helping trainers and assessors to “read” the Training Package text for the richness of information and for the significance and centrality (or the reverse) of language, literacy and numeracy skill.

These are commonsense questions to ask to identify the language, literacy and numeracy issues in a unit of competency you are planning to use:

- What do people have to listen to and understand?
- What do they have to say?
- What do they have to read?
- What do they have to write?
- Do they need to understand and diagrams, pictures or symbols?
- What maths calculations do they need to do?

From *A new assessment tool*, www.anta.gov.au/publications

The next step is to read systematically through the Training Package and ask the following questions:

Checklist for literacy practitioners, trainers and assessors

Is language, literacy or numeracy activity a discrete *unit of competency* ?

Is language, literacy or numeracy an *element* of a competency ?

Are there language, literacy or numeracy “signals” in the *performance criteria*?

Is language, literacy and numeracy information given in the *range of variables* and the *evidence guide*?

What is the centrality of a language, literacy and numeracy skill?

What degree of independence is required in the language, literacy or numeracy component of a task?

What support materials are available?

These questions are discussed below:

1. Is language, literacy or numeracy activity a discrete *unit of competency* or an *element* of a competency?

There may be a whole unit of competency in a Training Package where a language, literacy and/or numeracy skill is **central** to the demonstration of competent performance in a job.

The centrality of the literacy or numeracy skill is made clear in the name of the unit, and in the elements of competence.

An example is the following unit of competency from the *Administration Training Package* :
AQF 2

BSAINF202A

Process and analyse information to provide access to and security of records

This Unit covers locating information about the enterprise and using and maintaining the enterprise's records and filing system.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Process and analyse information requests	<ul style="list-style-type: none"> ▪ Main sources of everyday information are located within the office ▪ Information about enterprise products and services is understood and utilised
File documents	<ul style="list-style-type: none"> ▪ <i>Documents are classified and sorted to maintain the integrity of the system</i> ▪ Classification uncertainties are referred to an appropriate authority ▪ Documents are indexed and filed in the correct location and sequence
Identify and retrieve documents	<ul style="list-style-type: none"> ▪ Specified files/records are located within the designated timelines • Located files are extracted from system and despatched to the nominated person ▪ Security and confidentiality procedures are followed
Update and modify existing enterprise records	<ul style="list-style-type: none"> ▪ <i>Records are kept up to date to maintain the integrity of the system</i> • Records are kept accurate to maintain the integrity of the system ▪ Records are filed to maintain the integrity of the system ▪ Individual items are gathered and entered into the filing system ▪ New files are recorded and indexed
Remove inactive and deal files	<ul style="list-style-type: none"> ▪ <i>Designated inactive files are removed from the working system, recorded and stored to ensure the system is</i>

maintained in an up to date manner

- **Designated dead files** are removed from the working system and **archived**
 - **File index is updated** to show current status of records on file
-

2. Are there language, literacy or numeracy “signals” in the *performance criteria*?

There are many words in the element and performance criteria information in the unit of competence above that signal literacy skills eg *located, understood and utilised, classified and sorted, indexed and filed, procedures are followed, updated*.

Trainers and assessors of this unit would need to address these ‘top layer’ skills during training and assessment. *Before* training and assessing, they will also need to surface for themselves the *assumed* existing skill or skills supporting these top layer skills

For example, the performance criteria in the second element “File documents” **assume** the skills of:

- a knowledge of alphabetical order
- an understanding of alphabetical or numerical record keeping
- ability to skim for quick meaning

The performance criteria of the fifth element “Remove inactive and dead files” **assume** the numeracy skills of

- archiving
- updating

Awareness of language, literacy and numeracy issues can help a trainer/assessor to identify why a learner is having difficulty demonstrating competence in a task.

3. Is language, literacy and numeracy information given in the *range of variables* and the *evidence guide*?

The *range of variables* and the *evidence guide* contain important information for assessment. Trainers should also read this information to ensure appropriate training is prepared and delivered.

The *evidence guide* of some Training Packages contains important language literacy and numeracy information in a section called “underpinning skills” or “underpinning knowledge”.

The following unit from the *Community Services and Health Training Package* demonstrates how language, literacy and numeracy have been integrated into the *Performance Criteria*, and then effectively supported by detailed information in the *Range of Variables* and the *Evidence Guide*.

CHCAC2A	Assist with aged people's personal needs
Unit title	

Assisting aged people to meet daily living needs including nourishment, mobility, personal hygiene and other support within the plan of care.

ELEMENT	PERFORMANCE CRITERIA
1 Support the preferences of aged people within role and responsibility	<p>Personal preferences are identified in consultation with the aged persona and accommodated, within organisational parameters.</p> <p>Aged people are supported and encouraged in exercising their rights and independence without compromising their safety and that of others.</p> <p>Appropriate communication and relationship building processes are used to identify the aged person's preferences and encourage independence.</p> <p>Factual information to identify the aged person's preferences is gathered.</p> <p>Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify aged person's preferences are conducted.</p>
2 Provide assistance with aged people's personal needs	<p>Aged people's needs are identified and assistance is provided.</p> <p>Difficulties in meeting needs are clarified with the aged person where appropriate and addressed within organisational parameters.</p> <p>Processes and aids for providing assistance for aged people are identified and used as appropriate.</p> <p>Aged people are provided with information to assist in meeting their personal needs.</p> <p>Organisational policies and practices for reporting are followed as appropriate.</p>

RANGE OF VARIABLES

Personal needs may include providing assistance with:

- *Daily living including:*
- maintaining personal safety
- communication (speech, writing, non-verbal communication)
- eating and drinking
- eliminating
- breathing
- mobilising and transferring (moving from place to place and position to position)
- attending to personal hygiene (bathing, laundering personal linen)
- dressing and undressing
- attending own spiritual needs
- grooming and expressing sexuality
- *Physical/instrumental activities of daily living:*
- accessing education and employment
- accessing financial resources and allowances
- paying bills and regular outgoings
- shopping
- preparing meals
- climbing stairs
- maintaining household (cleaning, laundry, décor, repairs)
- travelling by private and public transport
- interacting with others and socialising
- accessing leisure, recreational and sporting activities
- *Assisting with self-administration of medication according to:*
- organisational practice and policy
- government regulation, policy and legislation
- instructions of the client, their advocate and/or the relevant professional / key worker

- *respect for differences*
- cultural
- physical
- emotional
- beliefs
- customs
- values
- religions

Factual information to identify aged person's preferences may be gathered by:

- *asking questions*
- *observing aged person*
- *asking for clarification from aged person*
- *asking other relevant people such as relatives, friends, staff*
- *listening for relevant information concerning aged person's preferences*

Assistance may vary according to:

- *the ability of the worker*
- *mental health*
- *physical health*

Processes and aids may include:

- *meals on wheels*
- *all equipment and aids*
- *transport services*

Reporting may include:

- *changes in appearance and behaviour in accordance with reporting instructions*

Reporting may be to:

- supervisors

Rights include:

- *Privacy*
- *Confidentiality*
- *To be treated in a dignified, safe and comfortable manner*
- *To express own feelings*

Appropriate communication and relationship building processes may include:

- *Courtesy*
- *Empathy*
- *Non-judgemental manner*
- *Listening*
- *Treating the aged person as an individual*

- colleagues
- health workers
- administrators
- health care services
- emergency services
- community care
- social services
- relatives

Reporting may b via:

- *telephone*
- *hand over reports*
- *incident reports*
- *face to face*
- *written*

EVIDENCE GUIDE

Context of assessment

Assessment may on the job or by simulation with the appropriate communication unit (COM1 or 2).

Assessors should particularly look for:

- *understanding and adherence to own role boundaries*
- *understanding of accountability and responsibility of supervisors and colleagues*
- *consultation with aged person including asking questions, observing and listening*

Underpinning knowledge

- *knowledge of and adherence to care plans*
- *common health problems of aged people and their effects*
- *difference cultural requirements and preferences*
- *factors giving rise to grief and loss in the aged*
- *safety risks to aged people*
- *own role within organisational guidelines*
- *relevant plan of care and own role and responsibilities within it*
- *relevant policies, protocols, and practices of the organisation in relation to own work activities*
- *major components of difference systems of the body*
- *common health problems of aged people and their effects*
- *processes of ageing*
- *reasons why some aged people are vulnerable to malnutrition and dehydration*
- *relevant medication guidelines such as:*
- *Australian Pharmaceutical Advisory Council,*

NSW Health Department, *Circular 97/10 Guidelines for the Handling of Medication in Community Based Health Services and Residential Facilities in New South Wales*, Jan 1997

Aged Care Victoria, *The Administration of Hostel Medication*, Nov 1996

- *depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:*
 - alcohol and other drugs
 - cultural and linguistic diversity
 - risk of self harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islanders
 - mental health

Underpinning skills

- *Oral communication skills (language competence) required to fulfil job roles as specified by the organisation / service.*
- *Oral communication skills include asking questions, clarifying understanding of aged person's preferences, and expressing encouragement in communication.*
- *Service/organisation may require competence in English or community language, depending on client group.*
- *Reading and writing skills (literacy competence) required to fulfil job roles as specified by organisation / service.*

<p><i>Integrated Best Practice Model for Medication Management and Residential Aged Care Facilities</i>, Feb 1997 (this contains the following document)</p> <p>Australian Nursing Federation Royal College of Nursing Australia Geriatric, <i>Nursing Guidelines for Medication Management in Nursing Homes and Hostels</i>, 1997.</p>	<ul style="list-style-type: none">• <i>The level of skill may range from the ability to taking short messages or write a shopping list, to assisting aged person with banking, reading of mail etc.</i>• <i>Service / organisation may require competence in a language other than English, depending on client group.</i>• <i>Basic counselling</i>
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In this *Unit*, there is essential information about language, literacy and numeracy competencies that have been identified as crucial for the satisfactory performance of the workplace role of assisting with aged people's personal needs.

As you look back, you can see that the information has been provided in the following ways:

- identified as part of larger tasks
- included explicitly in particular *performance criteria*
- explicitly referred to in the *Evidence Guide*, particularly in the *underpinning skills*

For more information about identifying literacy and numeracy requirements in Training Packages, go to a new assessment tool at <http://www.anta.gov.au> and to *Literacy and Numeracy: The nuts and bolts of Vocational Education and Training: A Resource for teachers* at <http://www.decs.act.gov.au/publicat/litnumVET/default.htm>

Using the NRS to identify language literacy and numeracy skill levels

The trainer and assessor will need to judge the level of communication skill required within the unit of competence. The NRS provides guidance for practitioners. Some information about the NRS can be found in *the Training Package Developers Handbook* at <http://www.anta.gov.au>

A comprehensive website at <http://www.nrs.detya.gov.au> provides a range of information about the use of the NRS, including workplace case studies.

4. How can the *centrality* of a language, literacy and numeracy skill be determined?

Having identified a language, literacy or numeracy issue, trainers and assessors need to make a judgement about:

- the *centrality* of that skill to the demonstration of competence
- the *degree of independence* a learner needs to demonstrate

For example, the competence BSATEC201A at AQF 2 in the *Administration Training Package* requires a learner to *Select, operate and maintain a range of office equipment to complete a range of tasks*. The best way to learn to use a binding machine is to watch someone using it, and then to practice before being assessed. It follows that the best way to assess someone's ability to use a binding machine is to watch him or her using it. The learner may rely only to a **minor extent** on the instructions in graphics (visual literacy) provided on the binding machine.

On the other hand, the ability to read is central to the demonstration of competence in the earlier example of competence BSAINF202A *Process and analyse information to provide access to and security of records*.

5. How can the *degree of independence* required in the language, literacy or numeracy component of a task be determined?

The choice of words in the unit descriptor and evidence guide provides important information for trainers and assessors. You should also check the *assessment guidelines* for conditions of assessment. For example, note the difference in literacy requirements of employees in OH&S units from the *Food Processing Industry Training Package*.

AQF 1

FDF COROHS1 A Apply safe work procedures

Descriptor

This is a core unit for all sectors of the industry. It covers basic occupational health and safety principles and procedures relating to an employee's own work.

From the Evidence Guide

The employee must have a demonstrated ability to:

Access and apply workplace information on health and safety policies and procedures relating to own work.

“Access and apply workplace information...” can be fairly interpreted to mean that the learner does not necessarily have to read information, but can access information by asking or listening to others.

AQF 3

FDF COROHS3 A Monitor the implementation of occupational health and safety

Descriptor

This is a core unit for all sectors of the industry. It covers occupational health and safety quality-related skills and knowledge required to oversee the implementation of safe work practices in the workplace

From the Evidence Guide

Maintain current, accessible workplace information on health and safety policies, procedures, rights and responsibilities

“Maintain current, accessible workplace information” would be fairly interpreted to mean that an employee could independently read, communicate in writing and speak effectively.

6. What support materials are available?

Many Training Packages also have non-endorsed support materials that give trainers and assessors useful information about the language, literacy and numeracy issues to be taken into account.

A list of resources created by the Workplace Communication in Training Packages project can be found at <http://www.anta.gov.au> Go to the ABC of VET, and find the project's webpage under the National Training Framework section.

Australian Training Products publish and sell support materials on demand. Their catalogue is available online at <http://www.atpl.net.au>

Practitioners can also create their own support materials. Find advice on writing support materials in the *Training Package Developers Handbook* at <http://www.anta.gov.au>

See '*Where to find more information*' at the end of this document for how to keep up-to-date with supporting materials for Training Packages.

5. Customising the Training Package

Matching training and assessment to workplace needs

A literacy expert can assist an industry trainer/assessor to develop enterprise appropriate training and assessment tasks.

When looking at the example of the Unit of Competence BSAINF202A given in the previous chapter : *Process and analyse information to provide access to and security of records* the literacy specialist can assist by asking questions such as:

- *“What are the particular record keeping and confidentiality procedures and quality system that operate in this workplace? How much reading and writing is required to understand or use these?”*
- *“Is a worker expected to hand file into a filing cabinet, or does this workplace operate a computerised database of files and records? Or is there a combination of both?”*
- *“What are the specific confidentiality and security arrangements for records in this workplace? How much reading and writing is needed to understand these?”*
- *“Are workers expected to notify a supervisor about confidentiality or security breaches? Should this be done verbally or in writing?”*

Issues such as these will be specific to each enterprise, and the answers will vary according to enterprise size and its use of technology.

A trainer/assessor must understand the systems of a particular workplace so that training matches workplace requirements, and so that on-the-job assessments of this unit of competency are fair, valid and reliable.

The example above illustrates how appropriate customisation informs training and assessment with relevance, richness and rigour. The case study in chapter 6 illustrates the same point.

Issues in customising assessment

A new assessment tool found at www.anta.gov.au/publications, provides an excellent discussion of assessment processes and communication skills as they relate to the delivery of fair, valid, flexible and reliable assessment.

As mentioned earlier, Training Packages present an important challenge to Registered Training Organisations to develop best practice assessment systems that result in effective assessment instruments.

For a person in employment, assessment must combine conformity to the competency standards, with relevance to the candidate's job and to the workplace. Training and assessment become more meaningful when applied to "real life".

As well as demonstrating on-the-job competence, learners should also be able to articulate principles and reasons that go beyond a particular workplace. For example, an employee who demonstrates on-site competency in the food safety procedures of a particular workplace must be able to explain in his or her own words the *reasoning behind the procedures*. There are overall principles related to food safety in all food industries, but each company develops its own particular policy and procedures for complying with national standards.

Well designed training will include the discussions of scenarios, and well designed assessment tasks will include ways of surfacing a person's underpinning knowledge. Useful questions are "*Why?*" and "*What would happen if....?*"

Input from language, literacy and numeracy practitioners

Language literacy and numeracy practitioners can collaborate with assessors in a number of ways. They can:

5. interpret the language, literacy and numeracy requirements in units of competence where they are not obvious

- check assessment tasks to ensure that the level of language, literacy and numeracy performance matches what is actually required in the unit, element or performance criteria, and is not inappropriately high: eg ensure that reading and comprehension skills are not included in an assessment task if those skills are not needed

- develop a range of appropriate assessment tools beyond the predominant model that relies on a written response
- 1. promote carefully planned and documented oral questioning as a fair, valid and reliable assessment practice**
 - 2. model and advocate for a range of assessment models at assessment moderation events**
 - 3. develop and share holistic or integrated assessment tasks where a number of related units of competency are assessed at the same time**
 - 4. circulate and publish moderated assessment tasks**
- provide support to the candidate as he/she prepares for the assessment:
eg basic numeracy training to enable them to complete an assessment on retail calculations
1. co-develop self-assessment documents and processes for training participants
- be available to give expert advice if there is an appeal against the outcome of an assessment process
2. offer to preview all information about the assessment process (including Recognition of Prior Learning, Mutual Recognition, assessment on demand, the appeals process) to ensure that it is clear, plain English and appropriate for training participants

In summary, appropriate customisation of training and assessment serves the adult learning principle of enabling learning in a meaningful context. Good training and assessment practice will also ensure that the customisation attends to the development and assessment of transferable skills and knowledge.

An example of customisation in practice is given in the case study in Chapter 6.

6. Putting it all together

This is a case study of a language, literacy and numeracy practitioner in a workplace training team. Literacy practitioners and other trainers can use it as a professional development tool.

- There are questions for discussion within the case study. There are no definitive “right” answers: answers will vary according to the experience and opinions that are brought to the discussions.
- There are also sample documents to consider.

Refer to <http://nawtb.com.au> to find out more about workplace training and assessment

Step 1 The training needs analysis

The workplace identifies a training need

Katrina is a **language, literacy and numeracy practitioner** with workplace experience. She has been asked by a Registered Training Organisation to assist with the delivery and assessment of the *Rubber, Plastic and Cablemaking Training Package* at a local car parts factory.

Katrina meets with Carl, the workplace **Training Officer** to begin gathering information for her training brief.

Carl wants Katrina to start with the Occupational Health and Safety Unit from the Training Package. This is because he is concerned that information about fire awareness did not seem to be “getting through” to a group from one of the production lines.

Carl explains that he had distributed a fire safety booklet at training he conducted during Fire Awareness Week. At the back of the booklet, there was a multiple-choice quiz for workers to fill in and return to him. Carl tells Katrina that he was surprised at the number of ‘wrong’ answers to the questions, and that he was worried that the workers will ‘fail’ an assessment against the competency standard.

This is why he has asked for her help. He gives Katrina the booklet, and asks for her feedback.

Literacy expert identifies probable language and literacy issue in the

- **learning material**
- **assessment tool**

Katrina looks at the fire safety booklet and discovers:

- complex language with few pictures or diagrams
- many multiple choice questions that are general and don't refer to this workplace

Katrina suspects that language or literacy may be an issue for the workers, and asks Carl if he knows of any indications that they may have problems with their reading or writing. He tells her that most of the workers he is concerned about are recently employed middle aged Greek women.

Question 1

What advice do you think Katrina could give to Carl about his booklet and assessment task?

To gather information, the literacy expert

- **observes target workers on the job**
- **identifies further possible training needs**

Before planning training or looking at the relevant competency standards, Katrina goes onto the floor to observe the two parallel production lines. This is another essential step in the development of her training brief.

Line 1

3. Currently working on inserting metal rivets into a small plastic part
4. Using fast shooting rivet gun

Line 2

- Currently working on a new job: fusing together a rubber lining and plastic casing
- Using a compression device that gets very hot

Katrina notices these safety issues:

- Several women move across the production lines to exit to the toilet rather than walk around the work areas on the designated yellow lines
- Doing this puts the women at risk of slipping on misfired rivets that have fallen onto the floor from line
- Slipping could mean falling against hot machinery.

Paul, a young male **supervisor**, shouts after them in warning and reprimand as they go, but their reaction is to scurry faster, eyes downcast, rather than to stop.

Question 2

What questions might Katrina might ask about what she observed?

Step 2 Planning training and assessment

Collaborative discussion of issues with key stakeholders before planning the training

Katrina expresses her safety concerns to Carl and to Linda, the **OH&S Officer**.

Carl and Linda ask that Katrina be invited to attend a Consultative Committee meeting, where the training strategy for the workplace is planned and monitored.

The **Consultative Committee** includes

- team leaders of two lines
- an employee representative from one line
- a section management representative

Linda expresses concerns about the safety risks for the women because they are not using the safe exit procedure, and may slip on the rivets.

Carl talks about his concerns that the workers won't get through their upcoming assessment. He also says he feels that there is not very good overall communication happening on the lines.

Katrina is introduced at the meeting as someone brought in to help with training. She adopts a predominantly listening role at the meeting, gathering information to add to her training brief. She verifies her assumption that the training to be offered to the women on the line is at AQF level 1.

Carl explains to Katrina that Certificate I in Process Manufacturing is not as industry specific as Certificate II in Process Manufacturing (Rubber-Extrusion). However, Certificate I has been chosen as an achievable first goal for the workers on the line, and because the core units of competency such as Occupational Health and Safety are extremely relevant.

Discussion reveals other possible training issues

The **section manager** comments that there seem to be some communication difficulties between Paul, the young male supervisor, and the recently employed Greek women on his line.

The women had an initial workplace orientation session, and attended the Fire Awareness training in their first week. Paul, their supervisor, has told the section manager that the women seem unsettled. Katrina confirms that these are the same workers she has seen cross the lines to go to the toilets.

After more discussion the group decides that the current training plan needs revising.

Question 3

What issues identified at the meeting might affect the training plan drawn up by Katrina?

Collaborative approach to training

The Consultative Committee agrees that a series of short OH&S training sessions should be delivered before assessments take place.

Responsibilities are delegated:

- Line supervisor and union representative to talk to the workers about the training, and canvas any problems that workers are having on the shop floor
- Katrina, Carl and Linda to plan and deliver training
- Katrina to link training to competency standards from Training Package. See her notes on the next pages.

Using the standards as a planning tool

UNIT	Follow occupational health and safety procedures
FIELD	Occupational health & safety
DESCRIPTION	This unit is applicable to workers required to follow occupational health & safety procedures
ELEMENT PMBOHS01A/01	PERFORMANCE CRITERIA
Identify and follow workplace procedures for hazard identification and risk control	<ul style="list-style-type: none"> • Workplace procedures for occupational health and safety are identified and related work instructions for controlling risks are accurately followed • Workplace procedures for dealing with accidents, fire and emergencies are known and followed • Hazards in the workplace are identified and reported to designated personnel in accordance with workplace procedures

What are the crucial OH&S issues?

What are the procedures for accident, fire and emergency?

How do new workers find out about these procedures?

Are there any relevant posters, diagrams or maps displayed in the factory?

What are 'hazards' and how are they reported?

Who are the designated personnel on this production line?

Who else has responsibility for OH&S?

Where are the workplace procedures kept?

What format are they in?

ELEMENT PMBOHS01A/02	PERFORMANCE CRITERIA	How are new workers informed about hazards and who to report them to?
Contribute to improvements to workplace occupational health and safety	<ul style="list-style-type: none"> Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation Contributions to improvements in workplace occupational health and safety are made within workplace procedures, and may include input into hazard identification, risk assessment and risk control 	How do workers identify risks? How can workers have input into hazard identification, risk assessment and risk control?
ELEMENT PMBOHS01A/03	PERFORMANCE CRITERIA	
Complete occupational health and safety records	<ul style="list-style-type: none"> Occupational health and safety records for self are completed in accordance with workplace requirements Workplace procedures for the reporting of occupational health and safety records are followed 	What records have to be completed by the workers? Who can workers ask for assistance to complete them? What record keeping is required? Where are the forms kept? Are they easy to read? Are they easy to fill in? Do the workers feel comfortable about disclosing problems or concerns?

Question 4

What other questions could emerge from looking closely at these standards?

Step 3 Developing training and assessment materials

Gathering resources to create training materials:

- to address competency standards
- to address issues particular to the workplace

Katrina also closely reads the Range of Variables, Evidence Guide that are part of this Unit of Competence. She meets with Carl and Linda to draw up a list of appropriate resources to support the training.

Some are 'generic' OH&S resources:

5. OH&S regulations
6. OH&S and Workcover safety videos

Katrina checks if the workers have already seen any of the videos, and she previews them all.

Some are workplace and work area specific resources:

- operating procedure for compression device
- operating procedure for rivet device
- machine maintenance procedures
- other safety procedures applying to the work area
- Accident /Incident Report forms
- Workers Compensation Report forms

Katrina asks supervisors, Personnel Officer and OH&S Officer for their observations about who fills in these forms, and if there are any difficulties.

- Minutes of OH&S committee meetings for past six months to identify safety issues or newly identified hazards

Katrina also takes photos of all of the target hazards for the work areas:

- rivets on the floor
- slippery floor
- hot machine
- cracks on floor
- cracks on ceiling
- yellow safety lines on shop floor

The photos are blown up to A3 size and laminated.
They are also scanned into plain English training notes.

Planning training and
assessment

Katrina decides to deliver the first two hours training session for the new workers, as they seem to have safety issues needing the most urgent attention.

Since beginning with Training Packages, Katrina routinely plans her training delivery and assessment at the same time. This ensures that training and assessment relate to each other, and that both clearly relate to the requirements of the unit of competence.

Considering
language and literacy
issues
for training and
assessment

Katrina makes some notes about issues to be taken into account when preparing training and the assessment instrument for the group.

Step one

Katrina makes notes about Eleni, the other Greek women and Paul under these headings

- Reading skills
- Writing skills
- Oracy skills
- Visual literacy skills
- Technical knowledge
- Personal confidence level
- Cultural issues
- Gender issues
- Knowledge of workplace/union issues in relation to safety

Question 5

What notes would you make about Eleni, the other Greek women and Paul under each of these headings?

Drawing up an assessment
implementation
plan

Step two

Katrina looks in the Plastics, Rubber and Cablemaking Assessment Guidelines. From this she draws up an implementation list for the assessment.

- Develop an assessment plan

- Develop the assessment tools
- Prepare the candidate for the assessment
- Conduct the assessment
- Give appropriate feedback
- Record and report results
- Review the assessment
- Report on and implement review findings

Documenting the

- training plan
- assessment plan
- assessment tools
- notes for assessor
- notes for participants

Katrina uses the proformas developed by her Registered Training Organisation (RTO). During the development of these documents, she consults frequently with Linda, the OH&S Officer.

The documentation has these benefits:

- it provides Katrina with a check that her training and assessment are appropriate to the requirements of the unit of competency
- it provides evidence of fair, valid, reliable and flexible assessment practice
- it provides a sample which can be shared and discussed with other workplace trainers at the RTO's assessment moderation sessions
- it can then provide a sample moderated task for the RTO's on-line assessment tool bank

Deciding scope of the first training session and first assessment event

Katrina understands that Training Packages recommend integrated, holistic training and assessment of units of competency. However, she believes that the whole unit cannot be trained and assessed at one time with this group of workers, who may be anxious about training.

Because of the language and literacy issues, she decides to start with the first element of the unit: *'Identify and follow workplace procedure for hazards identification and risk control'*

Preparing training and assessment materials

Carl and Katrina prepare the following between them:

Photographs of

- The production lines
- Fire exits
- Fire extinguisher signs

- Yellow exit markings
- Floor plan showing emergency marshalling points
- Marshalling points themselves

Fire drill procedure written as plain English steps, with use of graphics and diagrams.

Katrina prepares the questions for the training session and to use in verbal assessment in 'Assessment Tool 1' in

Assessment Tools.

Step 4 Training delivery

Training delivery

Carl, the Training Officer, negotiates the two hours for the session to occur at shift changeover time so that all the women on the shift can attend.

Trainer identifies issues impacting on workplace communication and performance:

- language
- literacy
- culture
- gender
- age
- no knowledge of communication channels

Katrina hands out a one-page outline of the training, which focuses on the first element in the unit.

She has taken trouble to make the handout reader friendly with 14 point font, point form for key ideas, illustrations, and generous white space on the page.

However, she notices that several of the women merely glance at the handout and tuck it into their training folders.

Eleni, a middle aged Greek woman emerges as the spokesperson for the group. She asks many questions during the training, and reports the answers back to the women in a mixture of Greek and English.

Katrina shows the women the photos of the hazards in their area, and they talk animatedly to each other in their own language. Katrina waits for Eleni's feedback.

Eleni raises the following issues on behalf of the women:

- Several women consider that there is a problem with ventilation on the middle section of the line. They believe that an additional fan in this section of the line would help greatly. Eleni explains that none of them had known that they had any avenue to give feedback about their work

Trainer identifies issues impacting on workplace communication and performance:

conditions.

- In hushed tones Eleni explains that she is suffering hot flushes from menopause, and that her place on the line is hot and stuffy because it is close to the compression machine. At times Eleni had felt faint and needed to get out to the toilets quickly for fresh air.
- The other women also suffering from heat had taken her lead and followed.

Trainer identifies additional OH&S issues

After questioning Eleni about this, Katrina realises that Eleni has not understood that she is required to walk within the yellow lines at all times, not just at times of emergency.

Eleni explains that she had not reported the heat problem with Paul the supervisor because:

- she considered the hot flushes too personal an issue
- she saw him as too young and too aggressive to take the women's problem seriously
- the women are afraid of losing their jobs if they complained

Classroom training based on factory floor reality

Katrina implements a range of strategies during the rest of the session.

7. She asks a range of questions that assess the women's understanding of the content. She reassures them that in their assessment, they will not have to write answers, but will be able to give verbal answers.
- She shows the report form that Eleni should use to report the ventilation problem. Katrina quickly makes some overhead transparencies of the hazard report form. With much translation happening in the class, Katrina, Eleni and the other women agree on the words to use to fill in the form. Katrina gives guidance about being concise, and not putting "I think" into the report.

Using the same process with the whole class, Katrina completes another form on transparency about a hypothetical safety issue suggested by the women. Katrina makes copies the two filled in forms for the class.

Eleni copies the form about the ventilation in her own

writing. She says that she will take it to the section supervisor to discuss the issue.

Question 6

What elements and which performance criteria in the standards (see pages 31-32) have been addressed in this session?

Trainer plans further training to address identified workplace communication issues

Katrina feels strongly that this group of women needs more information about the communication protocols in the workplace: ie Whom can they speak to and ask about a range of issues?

Katrina approaches Carl, the Training Officer, and they work together preparing a future training session addressing the units of competency '*Participate in interactive workplace communication*' and '*Complete workplace documents*'.

They draw up an organisational map, with photos of staff members next to each position. She will use this resource to explain to workers the different roles of people in the workplace, and who to talk to about different issues. She prepares scenarios and questions to clarify the organisational map.

She also explains to Carl how she has done 'model text' teaching of the hazard identification form. She will use the same method with other workplace forms.

Carl is interested in Katrina's approach, and says he would like to co-deliver the communication units with her to expand his range of training approaches.

Katrina arranges a separate OH&S training session for Paul and more experienced workers. She expects to cover most of the unit with them, and prepares extra summary plain English notes for this second group. These notes will also be given to the first group.

Step 5 Training consultancy

Literacy trainer identifies supervisor training need

Paul feels that he doesn't need training and asks to be given the assessment task immediately. He is eager to get his qualification and feels that he has the competencies in the OH&S unit already. Katrina explains that she is still developing the assessment tools. Paul jokes that he can read but hates to write.

Katrina sees that beneath the joking, writing is a concern for Paul. She chats with him about his new responsibility on the line and asks if he is having any difficulties. Paul reluctantly admits that the added paperwork is a burden, and he doesn't feel confident about the amount of report writing he needs to do.

Paul also expresses his anger about the older women who avoid any interaction with him and ignore his suggestions.

Literacy trainer plays consulting role explaining assessment requirements

Katrina explains to Paul that in order to fast track through Certificate I in Process Manufacturing, and progress onto Certificate II in Process Manufacturing (Rubber-Extrusion), he will need to concentrate his efforts on these units of competency '*Participate in interactive workplace communication*', '*Complete workplace documents*'

Katrina suggests that he take a look at the information about the Communications units. She explains the layout of the unit of competency, and looks through it with Paul.

Katrina feels that by working through the performance criteria of the standards with Paul, she will be able to address some important issues with him in a non-threatening way eg:

- culture and gender differences
- formal and informal communication methods

Paul agrees that he could probably benefit from training after all and asks for a copy of the pages standards to look at over the weekend.

Step 6 Finalising assessment arrangements

Selecting appropriate on the job assessment methods

Katrina finalises her '**Assessment Plan**', which she uses to ensure that all elements and performance criteria are addressed in the assessments which she conducts.

She also completes 'Assessment Tool 1', and 'Assessment Tool 2.' **See Assessment Tools.**

'Assessment Instrument – information for assessors'

'Assessment Instrument – information for participants'

See Assessment Information for assessors **and** Assessment information for participants.

When developing her assessment approach, Katrina is careful to include some questions that tap underpinning knowledge and understanding about safety issues. She is conscious that although the training must be customised to this workplace, the participants must also have an understanding of principles that will transfer to another workplace.

To complete these documents, Katrina uses the proformas that her RTO provides to all of its trainers.

(See all of these sample documents after Step 8)

The components of this element will include the Emergency Fire Plan and Drill. Katrina and Carl agree that it is not practicable to assess individual competence by observing a fire drill in action, as it would be too costly to stop the production line.

They decide to conduct the assessments over two days by taking individuals off the line for short periods of time.

Giving notice of the assessments to all stakeholders

Paul, the shift supervisor, is consulted about which two days for conducting assessment will be the least disruptive to the production schedule.

Carl negotiates through the Consultative Committee that a casual will be employed for the two days on which the

Giving notice
of the assessments
to
all stakeholders

assessments are to occur. He also briefs union meeting to generate word of mouth support for the process.

'Assessment Information for participants' is put in a newsletter.

Katrina though the information with Eleni first, and answers her questions. She then calls a short meeting with Eleni and the other women to make sure that everyone understands what is happening. She also explains that a Greek speaking worker from a different work area will be able to act as interpreter if required.

Step 7 Conducting assessment

Conducting the
assessment

- Each employee is taken off the line, and Katrina asks them to complete the tasks in 'Assessment Tool 1' and 'Assessment Tool 2'.

Question 7

*Read through all of the sample documents after step 8.
Is this assessment process valid, reliable, fair and flexible?*

Step 8 Evaluating assessment

Evaluating the assessment

After each of the assessments is conducted Katrina checks with the workers about how they felt about the process.

Paul admits that he was relieved that he could demonstrate his competence without having to do a written test. He was also surprised that before the assessments, Eleni asked him directly for clarification of some technical points, and that although she could speak a lot of English, she couldn't read much English.

Eleni is likewise relieved to have had a verbal assessment.

Paul is now positive about participating in further training towards his Certificate I Process Manufacturing.

Reporting and
Implementation of review
results

As a result of these outcomes, the company's CEO requests a meeting with Carl, the Training Officer, Linda, the OH&S Officer and Katrina, the language, literacy and numeracy trainer. The purpose of the meeting is to develop a Training and Assessment Plan and budget.

Carl strongly advocates for a 12 – 24 month Training Plan which aims to have all operators trained and assessed in Certificate 1 as a minimum. He presents a proposal that involves a training team of three:

- Carl, Training Officer
- Linda OH&S trainer
- Katrina, language and literacy expert

Carl also requests Katrina to run two half day workshops for him and Linda on literacy awareness issues and developing plain English training materials.

Katrina suggests that a representative of her RTO come to the factory to meet with the CEO and Carl about applying for possible sources of government funding to supplement the company's training budget.

Tangible workplace
outcomes

After the assessments, the Consultative Committee met to discuss the process and its outcomes. The following issues were documented:

- Mostly positive feedback from the workers about the process and their comfort with it.
- Three employees said they would have liked the choice of coming into work a little earlier to do the assessment, when they weren't so tired.
- Low proportion of workers 'not yet competent' and requiring more training and reassessment

8. Incidental identification of safety issues:

faulty rivet guns

poor ventilation in one work area

misunderstanding about the yellow lines

low past compliance with completion of OH&S records

- Positive consequences of workers using workplace form to forward safety issues and concerns to management

Assessment Plan – Training Package

Name of Training Package:	Plastics, Rubber & Cablemaking Training Package	Nat Id No:	PMB98
Certificate & AQF Level:	Certificate I in Process Manufacturing	Nat Id No:	PMB10198
Purpose & target group for this assessment:	On-the-job assessment for Production Line Staff (XX Car Parts Factory)		
Trainer/Assessor Name:	Katrina Smith	Date:	July 2000

Unit of Competency from Training Package	Selected Assessment Methods eg: observation, written test, interview, role play	Planned period for Training/Practical Assessment	Evidence Attached eg: observation checklist, written test paper & marking guide, etc
<p><i>Title of Unit of Competency</i> <i>Nat.Unit Id No:</i></p> <p>FOLLOW OCCUPATIONAL HEALTH AND SAFETY PROCEDURES PMBOHS1A</p>			
<p>Element 1 PMBOHS1A/01 Identify and follow workplace procedures for hazard identification & risk control</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> Workplace procedures for occupational health & safety are identified and related work instructions for controlling risks are accurately followed. Workplace procedures for dealing with accidents, fire & emergencies are known and followed. Hazards in the workplace are identified and reported to designated personnel in accordance with workplace 	<p>Verbal questioning & demonstration</p> <p>Verbal questioning & demonstration with support maps/photos/factory tour</p> <p>Verbal questioning & demonstration with support maps/photos/factory tour</p>	<p>2 weeks</p>	<p>Assessment Tool 1 Completed notes verbal / written answers</p> <p>Assessment Tool 2 Completed demonstration checklist</p>

procedures			
<p>Element PMBOHS1A/02 Contribute to improvements to workplace occupational health & safety</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> Occupational Health & Safety issues are raised with designated personnel in accordance with workplace procedures & relevant occupational health & safety legislation <p>9. Contributions to improvements in workplace occupational health & safety are made within workplace procedures, and may include input into hazard identification, risk assessment and risk control.</p>	<p>Verbal questioning & Demonstration</p> <p>Verbal questioning & Demonstration</p>	<p>2 weeks</p>	<p>Assessment Tool 1 Completed notes verbal / written answers</p> <p>Assessment Tool 2 Completed demonstration checklist</p>
<p>Element PMBOHS1A/03 Complete occupational health & safety records</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> Occupational health & safety records for self are completed in accordance with workplace requirements Workplace procedures for the reporting of occupational health & safety records are followed. 	<p>Verbal questioning/Demonstration</p> <p>Verbal questioning</p>	<p>2 weeks</p>	<p>Assessment Tool 1 Completed notes verbal / written answers</p> <p>Assessment Tool 2 Completed demonstration checklist</p>

Assessment Instrument - Information for Assessors

Training Package	Plastics, Rubber & Cablemaking
Certificate & AQF Level	Certificate I Process Manufacturing
Unit of Competency	Follow Occupational Health & Safety Procedures

Elements to be Assessed By This Task
<ul style="list-style-type: none"> • Identify & follow workplace procedures for hazard identification & risk control • Contribute to improvements in workplace occupational health & safety • Complete occupational health and safety records
Purpose of Assessment / Target Group
<p>On-the-job assessment for production line workers XX Car Parts Factory Note: target group includes participants with language and literacy needs</p>
Method/s of Assessment
<p>Assessment Tool 1. <i>Verbal questioning.</i> Written questions may be used, but verbal questioning suited to majority of the group.</p> <p>Assessment Tool 2. <i>Demonstrations</i> which include safe operation of equipment; tour of factory identifying hazards; walking through emergency evacuation procedures; providing information for completion of a simple safety record.</p>
Assessment of Competency
<p>In order to be assessed 'Competent' in this unit, the participant must satisfactorily complete each of the components of the assessment activities. A shortfall in one area would require a 'Not Yet Competent' result for the activity and thus, for the unit.</p>
Interpreting Evidence
<p>The assessor should refer to the Training Package Evidence Guide for this unit of competency. The following evidence profiles have been developed to provide the assessor with an overall perspective that may be used to make a judgement of the participant's level of competency. They are not to be treated as compulsory, exhaustive or as an exclusive list.</p> <p>Check participant's underpinning knowledge with questions such as "Why...?" and "What would</p>

happen if....?"

Questions

The participant would be expected to demonstrate an understanding of

- hazards and hazard reporting procedures
- general guidelines for working safely in the factory area
- correct evacuation procedures
- emergency protocols
- procedures for reporting of accidents

The participants may provide verbal or written answers to the questions.

They may complete their answers with the assistance of a scribe and/or interpreter.

If a participant provides written answers, the assessor should REMOVE the suggested answers from Assessment Tool 1. In addition, if written answers are provided, the participant must provide correct answers (with regard to content) to ALL the questions.

The participant will not be assessed on accuracy of grammar/spelling.

Interpreting Evidence cont.

Demonstration

The demonstration checklist in Assessment Tool 2 consists of five parts:

- **Safe Working Procedures**

This demonstration should be completed with the specialist assistance from the participant's workplace supervisor. The focus of the assessment should be on SAFE operation of machinery and not general operation (unless it impacts on safety). For example, the assessor will observe behaviours such as: wearing appropriate personal protective clothing; safe start up of machinery; not placing body parts near moving parts of machinery; not having loose hair, clothing or jewellery; not using the machinery when the safety guard is on; routine shut down.

- **Correct Evacuation Procedure**

The participant will "walk through" an evacuation procedure. It is expected that the assessor will ask questions to determine understanding of the procedure. An interpreter may accompany the participant to assist.

- **Identifying hazards**

This will be done from photo evidence but the factory tour is another opportunity to check understanding of hazards.

- **Locating key safety information**

The participant would be expected to know where to find the information even if they could not access it directly

- **Safety Reports**

The participant will be asked to provide information to complete a standard form which they might use in the course of employment. Suggested forms are Workers' Compensation Report form and/or Accident/Injury Report form. At the assessor's discretion alternatives may be used but they should be safety forms which the participant would be required to use in the course of their employment.

NOTE: The participant is not required to COMPLETE the form - merely to provide sufficient information for the form to be completed accurately. The participant would not be required to provide all the information from memory but should be prompted by the questions on the form. An interpreter may be used.

Special Requirements

- A workplace supervisor or safety expert must be present for the Demonstration 1 - Safe Working Procedures.
- Some participants may request the assistance of an interpreter. This is a 'reasonable adjustment'

to ensure fair assessment. The interpreter would ideally be independent of the participant's department or working unit.

- Some participants may request the assistance of a scribe. This is a 'reasonable adjustment' to ensure fair assessment. The scribe would ideally be independent of the participant's department or working unit.

Additional notes / arrangements:

Assessment Instrument - Information for Participants

Training Package	Plastic, Rubber & Cablemaking
Certificate & AQF Level	Certificate I Process Manufacturing
Unit of Competency	Follow Occupational Health & Safety Procedures

How will you be assessed?

To complete your assessment for this unit of competency, you will be required to:

- Provide either written or verbal answers to a number of questions
- Demonstrate the following
 - Safe use of your workplace equipment (including use of your Personal Protective Equipment)
 - Fire/emergency evacuation procedure
 - Identification of workplace hazards - by examining a number of photographs and on a tour of the factory
 - Locate important safety information in your workplace eg Safety Committee Minutes and important forms like the Workers' Compensation Report form and the Accident/Incident Report form.
 - Provide information so that a Workers' Compensation Report and/or Accident/Incident Report form can be completed.

During the assessment, you can have

- a support person or union representative
- the assistance of an interpreter and / or a scribe

Discuss this with Katrina or your supervisor.

Your assessment will be in work time and your supervisor and assessor will talk to you about a suitable time.

What will you need to bring?

Please bring a pen. Your assessor will have:

- A list of questions

- Workers' Compensation Report Form, Accident/Incident Report Form

Your assessor will arrange access to your workplace and suitable photographs for discussion.

What happens if you don't pass your assessment?

- If you are assessed as 'not yet competent', you will be able to have more training and go for the assessment again.
- If you don't agree that you are 'not yet competent', you can appeal.

Assessment Tool 1

Questions

Training Package	Plastics, Rubber & Cablemaking
Certificate & AQF Level	Certificate I Process Manufacturing
Unit of Competency	Follow Occupational Health & Safety Procedures

Participant Name: _____ Date: _____
Supervisor Name: _____ Department: _____

- To achieve competency in this assessment activity the participant must answer ALL questions correctly.
- Answers may be in verbal or written form (remove answers) and there is no time limit.
- The participant may receive the assistance of a scribe or interpreter to complete this activity.

Identify & follow workplace procedures for hazard identification and risk control			
Question	Answer / Comment	Date Achieved	Assessor Signature
What are the hazards you have to watch out for in your work area? <i>What are these things hazards/why are they dangerous?</i>	Dust/vapours, stationary / moving machinery, noise, electrical equipment, heat, hot equipment, equipment too high/low, rivets on floor		
What should you do to keep safe in your work area? <i>Why is it important to wear....?</i>	Eg uniforms, hair tied back, hats, gloves, use designated traffic areas only, wear ear muffs, don't put hands in machinery while power on, good housekeeping etc.		
What should you do if the fire alarm sounds?	Stop equipment, exit building by closest emergency exit		

What is a safe way to leave the factory? <i>What would happen if everyone just ran out of the nearest exit?</i>	Shortest, direct route; closest exit; walk don't run, follow designated walkways, to marshalling area for checking off		
What would you tell a new employee about what they MUST DO?	As above		
What would you tell a new employee about what they MUST NOT DO?	Don't go to locker, don't look for someone else in the factory, don't go home without being told to, don't exit the factory and stand around without having name checked off (and other plausible answers)		
Where should you go when you are outside the factory?	Participant may refer to site maps to indicate closest exit and marshalling area.		
How do you know its safe to go back to the factory?	Fire Warden announces return to factory.		
How do you know it's a real fire alarm, and not just a fire drill?	You don't. All alarms must be treated as an emergency.		
Should you try to put out the fire or raise the alarm first?	Always raise the alarm first.		
Contribute to improvements to workplace occupational health & safety			
Question	Answer / Comment	Date Achieved	Assessor Signature
Who is responsible for ensuring you have a safe workplace?	The employer as well as the employees		

What sorts of issues could you report as a safety problem?	Eg Unsafe machinery, inadequate uniforms, hazards that could cause a slip, trip or fall, environmental conditions such as air conditioning and stressful conditions, inadequate protective clothing		
Who should you report the problems to?	Supervisor or union delegate or safety committee representative		
When should a form be completed to report a safety issue?	Accident or injury - refer to workplace procedures for near misses, concerns		
How could you check that your suggestion / problem has been considered?	Check Safety Committee Minutes or speak to a Safety Committee member, check with the union delegate, ask you supervisor		
If you don't think that your issue has been dealt with properly, what should you do?	Follow grievance/ohs issue resolution procedure procedure, advising supervisor and union delegate		

Complete occupational health & safety records

Question	Answer / Comment	Date Achieved	Assessor Signature
If you had an accident at work how would you report it?	Must be in writing on Workers' Compensation Report form and Accident/Injury Report form.		

What would you do if you did not understand the form or could not fill it out?	Request supervisor assistance (or others eg union delegate)		
After the form is complete, what do you do with it?	Return to Personnel Officer or Supervisor		
How many days do you have to get the form in?	7 days		

Comments:

Competent / Not Yet Competent in this assessment activity.

Participant Signature:

Date:

Assessor Name:

Katrina Smith

Date:

Assessor Signature:

Training Package	Plastics, Rubber & Cablemaking
Certificate & AQF Level	Certificate I Process Manufacturing
Unit of Competency	Follow Occupational Health & Safety Procedures

Participant Name: _____ Date: _____

Supervisor Name: _____ Department: _____

10. To achieve competency in this assessment activity the participant must complete all steps correctly.

11. Assessment Tool 1 (Questions) should be used in conjunction with this checklist.

- The participant may receive the assistance of a scribe or interpreter to complete this activity.

Demonstration - Part 1

Identify and follow workplace procedures for hazard identification and risk control			
Checklist	Notes	Date Achieved	Assessor Signature
<p>Did the participant demonstrate safe work procedures when manning their machine?</p> <p>Including:</p> <ul style="list-style-type: none"> ▪ Appropriate use of personal protective equipment ▪ No loose hair, clothing or jewellery ▪ Start up of machinery ▪ Not using the machinery when the safety guard is on ▪ General operation and monitoring ▪ Routine shut-down ▪ Emergency shutdown 	<p>NOTE:</p> <p>workplace supervisor must be present for this demonstration to verify safe operation of machinery</p>		

Demonstration - Part 2

Identify and follow workplace procedures for hazard identification and risk control			
Checklist	Notes	Date Achieved	Assessor Signature
<p>The participant was able to demonstrate the correct evacuation procedure including:</p> <ul style="list-style-type: none"> • Nominating how to raise alarm or explaining the prompt for evacuation • Explaining shut down of machinery as applicable • Using designated traffic areas • Exiting at closest exit point • Reporting to closest marshalling area • Nominating additional marshalling areas if located in a different part of factory at time of evacuation 			

Demonstration - Part 3

Identify and follow workplace procedures for hazard identification and risk control			
Checklist	Notes	Date Achieved	Assessor Signature
<p>The participant was able to correctly identify hazards in the photographs provided.</p> <ul style="list-style-type: none"> • Photograph 1 • Photograph 2 • Photograph 3 • Photograph 4 • Photograph 5 • Photograph 6 			
<p>The participant was able to explain what each of the hazards means.</p> <ul style="list-style-type: none"> • Photograph 1 • Photograph 2 • Photograph 3 • Photograph 4 • Photograph 5 • Photograph 6 			
Identify and follow workplace procedures for hazard identification and risk control			
Checklist	Notes	Date Achieved	Assessor Signature
<p>The participant was able to locate each of the applicable items in the photographs in the factory.</p> <ul style="list-style-type: none"> • Photograph 1 • Photograph 2 • Photograph 3 • Photograph 4 • Photograph 5 • Photograph 6 			

Demonstration - Part 4

Contribute to improvements to workplace occupational health and safety			
Checklist	Notes	Date Achieved	Assessor Signature
<p>Is the participant able to locate a copy of:</p> <ul style="list-style-type: none"> • Recent copy of OHS Committee Minutes • Workers' Compensation Report form • Accident/Injury Report form 	<p>Staff noticeboard From Personnel Office / Supervisor</p> <p>From Personnel Officer / Supervisor</p>		

Demonstration - Part 5

Complete Occupational Health & Safety Records			
Checklist	Notes	Date Achieved	Assessor Signature
<p>Can the participant provide information to complete a Workers' Compensation Report form?</p> <p>Information is:</p> <ul style="list-style-type: none"> ▪ Accurate ▪ Complete ▪ Sufficiently detailed 	<p>NOTE:</p> <p>Participant is not required to fill in the form, simply to provide the information at prompt</p>		
<p>Can the participant provide information to complete an Accident/Incident Report form?</p> <p>Information is:</p> <ul style="list-style-type: none"> ▪ Accurate ▪ Complete ▪ Sufficiently detailed 	<p>NOTE:</p> <p>Participant is not required to fill in the form, simply to provide the information at prompt</p>		

Comments:

Competent / Not Yet Competent in this assessment activity.

Participant Signature:

Date:

Assessor Name:

Katrina Smith

Date:

Assessor Signature:

Where to find more information

Useful Websites

Australian National Training Authority (ANTA)

www.anta.gov.au

This is an essential site to become familiar with and to visit frequently. It is very comprehensive, and has many useful links to other sites about Training Packages. It also contains publications about workplace communication issues in Training Packages.

At the publications page, http://www.anta.gov.au/anta_prod/PUBS/ALALLPUBS1.asp you can find an alphabetical listing of the complete list of ANTA publications, some of which are available by post, and some of which can be downloaded.

National Training Information Service

<http://www.ntis.gov.au>

This site can also be accessed through the ANTA site above. This is another essential reference about all Training Packages, and Industry Training Advisory Boards. You can access full copies of competencies by going through the Training Packages button. Note that Training Package units are identified by a three-letter digit at the front of each unit eg **PMBOHS** indicates an Occupational Health and Safety unit from *Plastic, Rubber and Cablemaking Training Package*.

National Reporting System (NRS)

<http://www.nrs.detya.gov.au>

This site is easy to navigate and gives you lots of information, but most industry trainers would need professional development on the NRS to apply its concepts. It has links to Workplace Communication in Training Packages and to ANTA. It also links to the Literacy and Numeracy Program which, like WELL funding, uses the NRS in its reporting.

DETYA Literacynet

<http://www.detya.gov.au/ty/litnet/default.htm>

At this site you will find up-to-date links to useful information about projects and resources, from across the Education and Training sector.

Literacy & Numeracy: The nuts & bolts of Vocational Education and Training: A Resource for teachers

<http://www.decs.act.gov.au/publicat/litnumVET/default.htm>

This publication from the Australian Capital Territory, Department of Education and Community Services (DECS) explains Training Packages, the importance of literacy and numeracy skills to VET, and strategies for improving these skills in pre-VET and VET students. At this site you can also download guidelines for identifying language, literacy and numeracy in a Training Package.

Workplace, English, Language & Literacy (WELL)

<http://www.detya.gov.au/ty/well/>

Good information, guidelines and funding application. To access WELL funding, it is necessary to know about National Reporting System (NRS) and Training Packages. This site has links to DETYA Literacy Net and Adult Education Resource and Information Service (ARIS) database.

Adult Literacy and Numeracy Australian Research Consortium (ALNARC)

<http://www.staff.vu.edu.au/alnarc/>

At this site you can access information about projects, state centres, publications and links. You can also download papers about literacy issues in Training Packages.

Language Australia National Resource Centre

<http://langoz.anu.edu.au>

At this site you can access up to 3000 resource items, which are listed by name and by subject. Use the search to get list of books or kits or articles - there are tips to help you through this. Click on the resources you think look relevant, and you will get an abstract and all details.

This site links you back to DETYA and refers you to WELL.

Australian Council for Adult Literacy

<http://www.acal.edu.au/index.html>

This site has a bulletin board and discussion list mainly relevant to Literacy or Adult Basic Education practitioners. It has a selection of other literacy site links. You can post questions.

Local Government & Shires Association

<http://lgsa.org.au/lln/>

This site is dedicated to the integration of language, literacy and numeracy into training.. There are some good resources to download, including *Plain English for Training*

National Assessors and Workplace Trainers Body

<http://www.nawtb.com.au>

Look at this site for information about the Training Package, publications and resources. You can also participate in a discussion forum.

VET Assessor network

<http://www.veac.org.au/assessnet>

This is an online network for all assessors of vocational education and training working in industry or educational organisations. Joining the network will put you in contact with other assessors and with “Dr Assessment”: you can ask for assistance, advice or voice your opinion about an assessment issue. The network also provides information about seminars, products, recent research and developments in specific areas of competency based assessment and links to all key sites.

Australian Training Products

ATP publish and sell support materials on demand. Their catalogue is available online at <http://www.atpl.net.au>

Australian Qualifications Framework

<http://www.curriculum.edu.au/aqfab/aqtwlv.htm>

Useful Publications

ANTA Fast Facts

Australian Training

Apply online at www.anta.gov.au for both of these publications.

Australian National Training Authority 1997, *Better Training: Addressing English language, literacy and numeracy in vocational education and training*, ANTA, Melbourne.

Australian Training Review

National Centre for Vocational Education Research Ltd

PO Box 115

KENSINGTON PARK SA 5068

Phone: 1800 00 99 66

Fax: (08) 8331 9211

Gray, S. et al, 2000, *Implementation Guide for the ACE Sector, Administration Training Package*, NSW Board of Adult and Community Education.

Gray, S. et al, 2000, *Implementation Guide for the ACE Sector, Information Technology Training Package*, NSW Board of Adult and Community Education.

These two implementation guides are thorough step-by-step, how to do it manuals for RTOs delivering Training Packages in a range of contexts.

Kindler J, 1994, *Working words: a user's guide to written communication at work*, Victorian Adult, Community and Further education Board, Melbourne.

Marr, Beth; Anderson, Chris and Tout, Dave 1994, *Numeracy on the line: language based activities for adults*, National Automotive Industry Training Board (NAITB), Doncaster, Victoria. Available through ARIS.

Visit www.anta.gov.au and contact the relevant Industry Training Advisory Boards (ITABs) to keep updated about new publications which support Training Packages.