

# What are Foundation Skills in Unit of Competency for Trainers and Assessors?

Date: 20/01/2020 (10am to 11am; 2pm to 3pm)

22/01/2020 (10am to 11am; 2pm to 3pm)

24/01/2020 (10am to 11am; 2pm to 3pm)

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# Training Overview

- What are foundation skills?
- Foundation skills in Unit of Competency
- Identifying foundation skills in the unit
- What trainers can do
- LLN Support Services



# Foundation Skills in contexts

- (1) As described in the Australian Core Skills Framework (ACSF):
  - learning, reading, writing, oral communication and numeracy
- What is Australian Core Skills Framework?
  - ACSF is a complex framework designed primarily for LLN specialists but also a framework that helps general trainers/assessors.
  - It is also a tool which assists both *specialist* and *non-specialist* English **LLN** practitioners describe an individual's performance in 5 core skills.
- (2) The employability skills/ Core Skills for Work (CSFW)
  - Communication
  - Teamwork
  - Problem-solving
  - Digital literacy

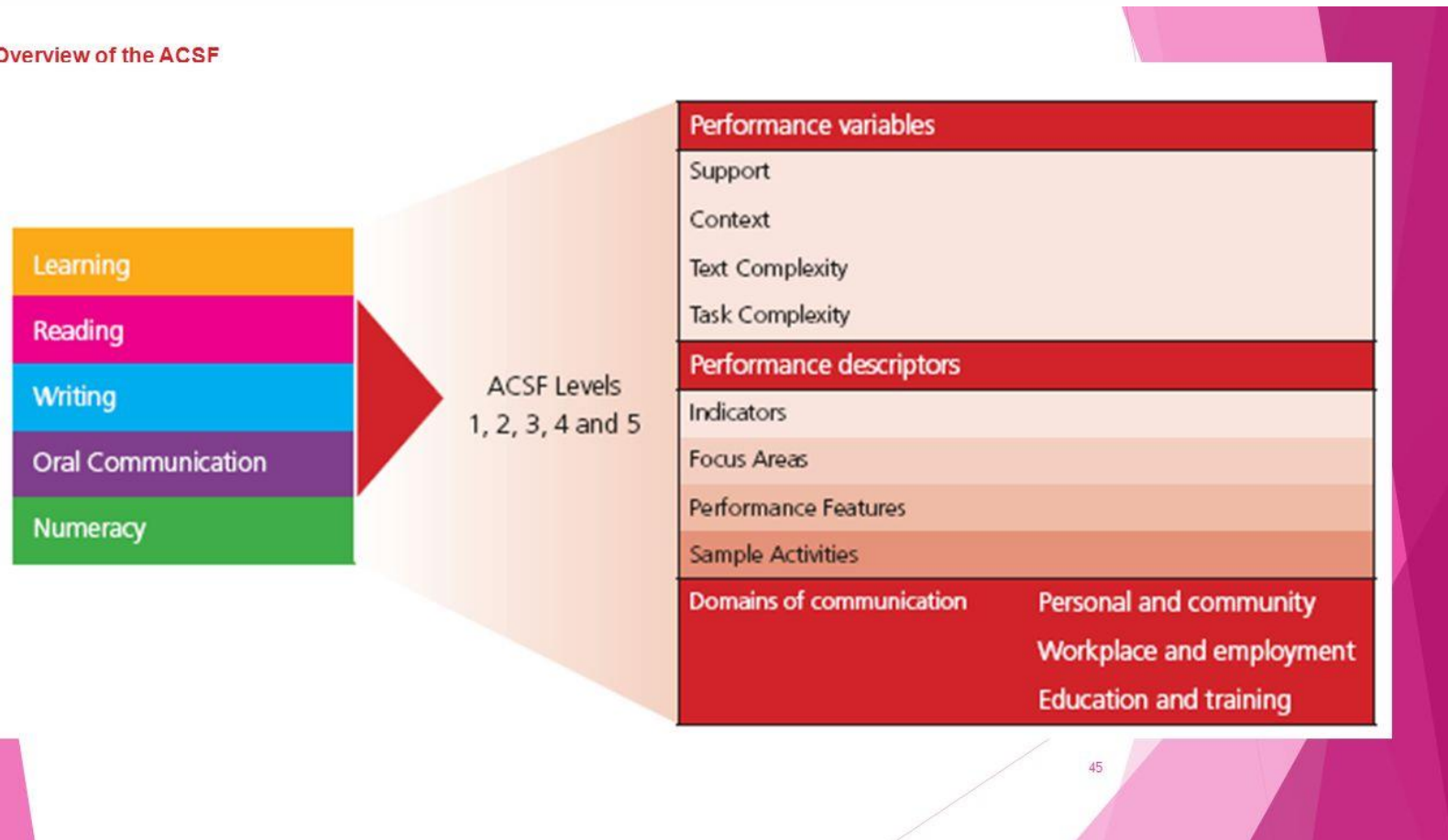
# Core Skills for Work (CSFW)

Core Skills for Work are not split into levels but categorised under 3 skill clusters:

<b>Cluster 1:</b> <b>Navigate the world of work</b>	<b>Cluster 2:</b> <b>Interact with others</b>	<b>Cluster 3:</b> <b>Get the work done</b>
1a. Manage career and work life 1b. Work with roles, rights and protocols	2a. Communicate for work 2b. Connect and work with others 2c. Recognise and utilise diverse perspectives	3a. Plan and organise 3b. Make decisions. 3c. Problem solving 3d. Create and innovate 3e. Work in a digital world

# Australian Core Skills Framework-overview

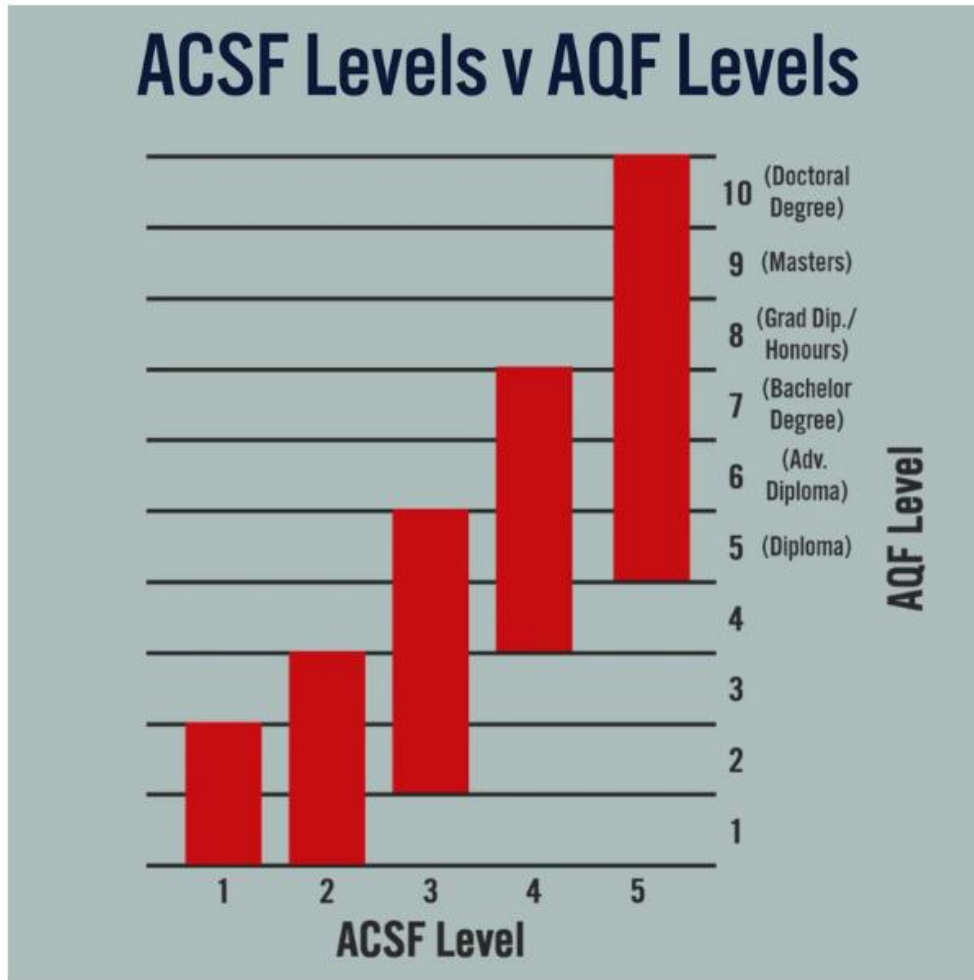
## Overview of the ACSF



The ACSF describes each of the five core skills across three interactive dimensions.

[https://docs.employment.gov.au/system/files/doc/other/acsf\\_document\\_01-05-2019.pdf](https://docs.employment.gov.au/system/files/doc/other/acsf_document_01-05-2019.pdf)

# ACSF Levels vs AQF Levels



Core skill levels are not based on qualification levels  
 Two different qualifications at the same certificate level can have very different core skill levels.

# Examples in writing (ACSF levels)

- Level 1: fill in personal details on a form; send a short SMS text to a supervisor or colleague; records class dates on a calendar
- Level 2: write a paragraph describing country of origin; write a note to explain own absence to the teacher
- Level 3: sends an email in a formal context; complete a training feedback form
- Level 4: write a book review; write an academic essay on a particular topic
- Level 5: write a cohesive, well-structured article for a local community newspaper; prepares a laboratory report detailing data collection, analysis methods and findings.



# Foundation Skills in Unit of Competency

- There are particular foundation skills that apply to particular tasks. Trainers should not assume that learners have those skills, because even if a learner has good reading skills, they might need support in reading documents or support to interpret a specific report.
- Mapping of foundation skills in CHCCOM005

Unit code	Unit title	Learning	Reading	Writing	Oral comm.	numeracy
CHCCOM005	Communicate and work in health or community services	3	2/3	3	4	-

<https://www.coursehero.com/file/44145112/HLT-and-CHC-Foundation-Skills-Guide-R2pdf/>



# Summary of key foundation skills – CHCCOM005

## Foundation skills unit of competency summary

Unit code	Unit title	Learning	Reading	Writing	Oral comm.	Numeracy
CHCCOM005	Communicate and work in health or community services	3	2/3	3	4	–

- **Learning** skills – to follow the protocols ; recognise structure, function and interrelationships between different parts of health and community service system; understand the organisation’s structure and different models used to support client services
- **Reading** skills to read and interpret documents relating to work role; follow organisation policies and procedures
- **Writing** skills to complete reports to organisation standards, using clear, accurate and objective language; write emails
- **Oral communication** skills to clearly communicate service information; listen to, clarify and respond to requests from colleagues and clients; use appropriate industry terminology

# Foundation skills in UoC?

- BSBMGT609 Develop a marketing plan

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Devise marketing strategies	1.1 Evaluate marketing opportunity options that address organisational objectives and evaluate their risks and returns in the selection process 1.2 Develop marketing strategies that address strengths and opportunities within the organisation's projected capabilities and resources 1.3 Develop strategies which increase resources or organisational expertise where gaps exist between current capability and marketing objectives 1.4 Develop feasible marketing strategies and communicate reasons that justifies their selection 1.5 Ensure strategies align with organisation's strategic direction 1.6 Develop a marketing performance review strategy, incorporating appropriate marketing metrics to review the organisational performance against marketing objectives
2. Plan marketing tactics	2.1 Detail tactics to implement each marketing strategy in terms of scheduling, costing, accountabilities and persons responsible 2.2 Identify coordination and monitoring mechanisms for scheduled activities 2.3 Ensure tactics are achievable within organisation's projected capabilities and budget 2.4 Ensure tactics meet legal and ethical requirements 2.5 Ensure tactics provide for ongoing review of performance against objectives and budgets and allow marketing targets to be adjusted if necessary
3. Prepare and present a marketing plan	3.1 Ensure marketing plan meets organisational, as well as marketing, objectives and incorporates marketing approaches and a strategic marketing mix 3.2 Ensure marketing plan contains a rationale for objectives and information that supports the choice of strategies and tactics 3.3 Present marketing plan for approval in the required format and timeframe 3.4 Adjust marketing plan in response to feedback from key stakeholders and disseminate for implementation within the required timeframe

[https://training.gov.au/Training/Details/BSB\\_MKG609](https://training.gov.au/Training/Details/BSB_MKG609)

# How are foundation skills described in the unit?

- BSBMKG609 Develop a marketing plan

## Activity 1B

<b>Type:</b> Assessment report		<b>Due date:</b> TBA	
<b>Group or Individual:</b> Individual		<b>Estimated Time:</b> 60 Minutes	
<b>Objective</b>	<ul style="list-style-type: none"> <li>➤ To provide you with an opportunity to develop marketing strategies that address strengths and opportunities within the organisation's projected capabilities and resources.</li> <li>➤ To provide you with an opportunity to develop feasible marketing strategies and communicate reasons that justifies their selection.</li> </ul> <p><b>Foundation skill:</b> Writing, interact with others, Get the work done</p>		
<b>Scenario</b>	<p>Brisbane Marketing is a key partner with Brisbane City Council in driving Economic Development Plan and vision for Brisbane. Assume that you work in the marketing team of Brisbane Marketing and are assigned to develop a marketing plan to promote Brisbane.</p> <p>Your supervisor asks you to review the company's resources and develop a marketing strategy</p>		
<b>Activity</b>	<p>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment).</p> <ol style="list-style-type: none"> <li>1. What is a marketing strategy?</li> </ol>		

## Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 1.6, 2.4, 2.5, 3.4	<ul style="list-style-type: none"> <li>Accesses information from a range of sources and accurately analyses and evaluates complex information relating to the marketing process</li> </ul>
Writing	1.4, 1.6, 2.1, 3.3, 3.4	<ul style="list-style-type: none"> <li>Uses a range of writing styles to articulate complex concepts and ideas</li> <li>Revises and edits documents based on feedback</li> <li>Uses appropriate formats and grammatical structures to present information logically for different audiences</li> </ul>
Oral Communication	1.4, 3.3	<ul style="list-style-type: none"> <li>Uses appropriate language and non-verbal features to explain and present information to a range of personnel</li> <li>Uses active listening and questioning to elicit feedback</li> </ul>
Numeracy	2.1, 3.3	<ul style="list-style-type: none"> <li>Analyses and manages complex information relating to timelines, targets and budgets</li> </ul>
Navigate the world of work	1.1, 1.5, 2.4, 3.1	<ul style="list-style-type: none"> <li>Works autonomously making high level decisions to ensure organisational objectives and regulatory requirements are met</li> <li>Understands own legal and ethical rights and responsibilities</li> </ul>
Interact with others	1.4, 3.3, 3.4	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with diverse internal and external stakeholders to seek feedback or share information</li> <li>Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals</li> </ul>
Get the work done	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>Accepts responsibility for planning and sequencing complex tasks and workload to meet timelines</li> <li>Uses problem-solving processes to identify key information and issues, evaluate alternative strategies, anticipate consequences and consider implementation issues and contingencies</li> </ul>

<https://training.gov.au/Training/Details/BSBMKG609>

# Identifying the Foundation Skills

- Sometimes UoC makes foundation skills clear and tells you what they are, but often it doesn't.
- Trainers still need to analyse the units to identify what is hidden when foundation skills are not explicit.
- “Trigger words” can help trainers locate where the foundation skills are in units and can help with assessment requirements.

# Using Trigger words-

## Explicit trigger words

Trigger words				
Learning	Reading	Writing	Oral Communication	Numeracy
Use/choose  select from a range of strategies  follow step by step instructions	Read  check	Write  record	respond to articulate clarify discuss negotiate	measure  calculate  estimate

# Using Trigger words-

## Implicit trigger words

Trigger words				
Learning	Reading	Writing	Oral communication	Numeracy
Identify & access information	analyse	Identify marked	Cooperative contribution	Interpret charts and graphs
update knowledge	identify	maintain	liaise	determine value
apply planning and organising skills	obtain information from written instructions	label samples	monitor supervise	dosage
build on prior knowledge	according to policy and procedures	complete report note		timetable
	Follow procedures			



# Trigger words in action

## BSBCOM406 Conduct work within a compliance framework

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
2. Interpret individual compliance requirements	2.1 <b>Map</b> compliance requirements against individual position description and work practices 2.2 <b>Discuss</b> ethical considerations with relevant parties where appropriate
3. Ensure individual compliance	3.1 <b>Consult</b> with appropriate persons to identify procedures to be applied, contingent on the situation 3.2 <b>Reflect</b> on personal actions in the context of compliance requirements 3.3 <b>Record</b> action taken if required
4. Identify and adapt to changes in compliance requirements	4.1 <b>Access</b> and <b>analyse</b> documentation relating to changes in compliance issues

Learning	
Reading	
Writing	
Oral comm.	
Numeracy	



# Trigger words in action

## SITHASC009 Prepare Asian Desserts

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select ingredients	1.1. Confirm food production requirements from food preparation list and standard recipes. 1.2. Calculate ingredient amounts according to requirements. 1.3. Identify and select ingredients for Asian desserts from stores according to recipe, quality, freshness and stock rotation
2. Select, prepare and use equipment	2.1. Select type and size of equipment suitable to requirements. 2.2. Safely assemble and ensure cleanliness of equipment before use. 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients	3.1. Sort and assemble ingredients according to food production sequencing.
4. Prepare desserts	4.1. Prepare desserts and sweets in correct shapes and sizes and with correct fillings, according to recipe. 4.2. Select and use cookery methods for Asian desserts according to recipe. 4.3. Prepare special occasion desserts. 4.4. Follow safe procedures for re-heated items.

Learning	
Reading	
Writing	
Oral comm.	
Numeracy	

# What trainers can do to help develop foundation skills?

- Use clear instructions in class/assessment requirement  
Think about what words you use when talking to learners.  
do the words you use really convey clear messages?

*Trainers may ask learners to “put their thinking caps on” or to “pull their socks up”.*

- Scaffold foundation skills
- Use model texts/samples
- Personal word lists

# LLN Services

## Students identified during their studies

### 1- Trainers refer students to LLN Advisor/ LLN Manager

- reasons for referring
- potential main areas required for support (e.g., oral)
- UoC and qualification

### 2- LLN Advisor conducts an interview/ consultation with the student to

- assess the students' issues and needs of LLN support
- \*If the student's issue is related to LLN, discuss the focus of support and provide support options
- \*if the support is related to LLN but no available support service in the college, LLN Advisor may engage third parties
- \*if the student's issue is related to academic, trainers provide support
- \*if re-assessment is required, LLN advisor arranges another test in specific area (e.g. oral, numeracy).

### 3- After the consultation, LLN Advisor organises and records the support upon agreed plans

### 4 - LLN Advisor conducts a follow-up interview session with the student regarding progression in 2 weeks

# What we have covered today

- What are foundation skills?
- Foundation skills in UoC
- Identifying foundation skills in the unit
- What trainers can do
- LLN Support Services

