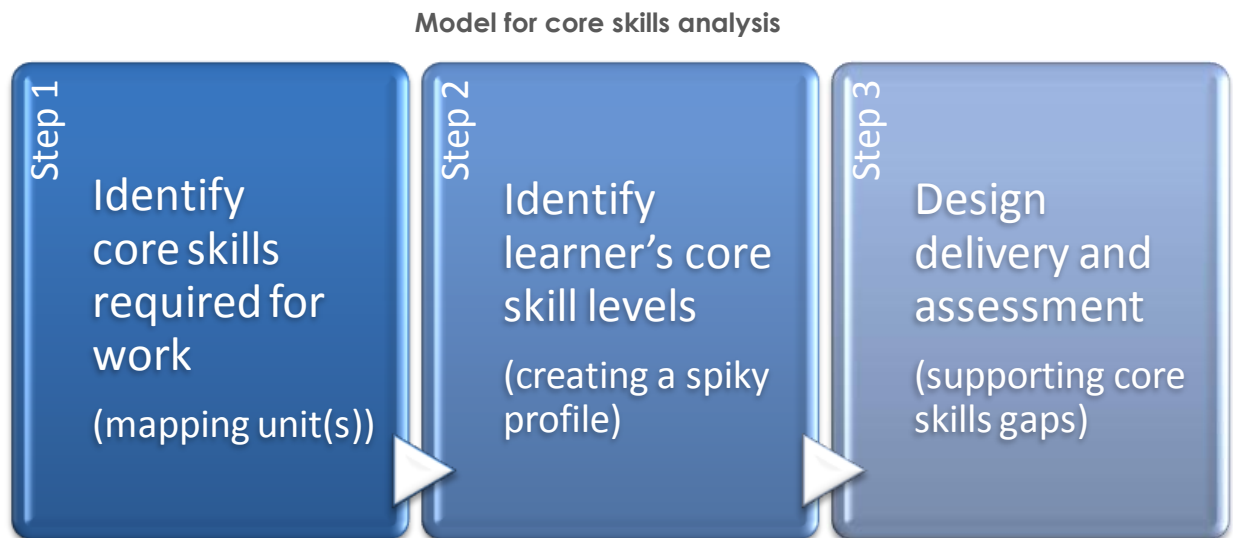


Model for core skills analysis

Overview

The recommended model for core skills analysis is illustrated in the diagram below. It comprises three main steps to help you to identify a learner's core skills gaps, and to design training and assessment strategies based on needs. These steps use the Australian Core Skills Framework (ACSF) to profile the core skills of learners against the requirements of unit(s) of competency.



The three steps highlight the major considerations for core skills analysis, ie mapping the core skills requirements of the job (using unit(s) of competency), designing and using an indicator tool to create a spiky profile of the learner's current core skill levels, and identifying support needs through a gap analysis.

The model is explained in more detail in the pages which follow. Seven case studies which demonstrate how the model is applied are also available using units of competency for selected sectors of the construction and property services industries. These are summarised in the table on the next page.

Industry sector		Case study
Property Services	Security	<p><u>Case study 1: Security Operations</u></p> <p>This case study analyses the core skills within the following cluster of core units of competency from the <i>CPP20207 Certificate II in Security Operations</i> qualification:</p> <ul style="list-style-type: none"> • CPPSEC2001A Communicate effectively in the security industry • CPPSEC2002A Follow workplace safety procedures in the security industry • CPPSEC2003A Work effectively in the security industry • CPPSEC2004A Respond to security risk situation • CPPSEC2005A Work as part of a security team • CPPSEC2006A Provide security services to clients
Construction	General Construction	<p><u>Case study 2: Carpentry</u></p> <p>This case study analyses the core skills within a cluster of three compulsory units of competency for the <i>CPC30208 Certificate III in Carpentry</i> qualification:</p> <ul style="list-style-type: none"> • CPCCCA3001A Carry out general demolition of minor building structures • CPCCCA3002A Carry out setting out • CPCCCA3023A Carry out levelling operations
		<p><u>Case study 3: Installation of ceiling insulation</u></p> <p>This case study analyses the core skills within a cluster of three units of competency as part of the <i>Install Ceiling Insulation Training Program</i> under the Australian Government's <i>Energy Efficient Homes Package</i>:</p> <ul style="list-style-type: none"> • CPCCCM1006A Work safely at heights • CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry • CPCCPB3014A Install batt insulation products
	Plumbing & Services	<p><u>Case study 4: Plumbing</u></p> <p>This case study analyses the core skills within two core units from the key trade qualification <i>CPC32408 Certificate III in Plumbing</i>:</p> <ul style="list-style-type: none"> • CPCPCM2002A Carry out interactive workplace communication • CPCPCM2004A Read plans and calculate plumbing quantities

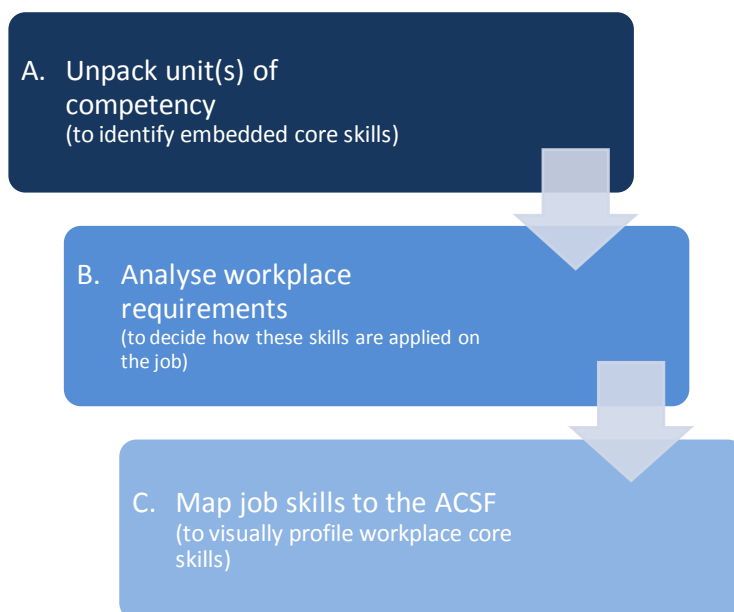
	Industry sector	Case study
Property Services	Cleaning	<p><u>Case study 5: Cleaning</u></p> <p>This case study analyses the core skills within two core units from the key entry level qualification <i>PRM20109 Certificate II in Cleaning Operations</i>:</p> <ul style="list-style-type: none"> • CPPCLO2033A Plan for safe and efficient cleaning activities • CPPCLO2035A Maintain a cleaning storage area
	Pest Management	<p><u>Case study 6: Pest management</u></p> <p>This case study analyses the core skills within two core units from the key qualification <i>CPP30909 Certificate III in Pest Management</i>:</p> <ul style="list-style-type: none"> • CPPPMT3002A Assess pest management options • CPPPMT3005A Modify environment to manage pests
	Waste Management	<p><u>Case study 7: Waste management</u></p> <p>This case study analyses the core skills within two core units from the key qualification <i>CPP30709 Certificate III in Waste Management</i>:</p> <ul style="list-style-type: none"> • CPPWMT3041A Identify waste management industry operational requirements • CPPWMT3044A Identify wastes and hazards

Step 1: Identify core skills required for work

This step in the process focuses on identifying core skills within units of competency. This means analysing individual units to pull out the core skills contained, for example the words 'confirm with relevant people' may require the learner to ask a supervisor a question. Note that existing tools for identifying *employability skills* could also be very useful here.

Once the core skills have been identified, they can be mapped to the ACSF to enable decisions about the level of performance required. A core skills summary can then be created for one or more workplace outcomes as represented by the units which have been identified.

The diagram below illustrates the process for identifying job LLN requirements.



The following attachments and templates can be used in this process.

Attachments	Templates
<p>ACSF Appendix 2: Examples of what a person is able to do at each of the 5 levels in each of the core skills</p> <p>Attachment 1: Core skill prompts</p>	<p>Template 1: Core skill listing</p> <p>Template 2: Work skills analysis</p> <p>Template 3: Work skills mapping</p> <p>Template 4: Work skills summary</p>

A. Unpacking a unit of competency

Units of competency specify the outcomes required for a particular workplace function. You will need to be able to 'unpack' unit(s) of competency to identify the required core skills. A unit of competency is made up of the following major sections:

Unit title	Represents the workplace outcome or general area of competency.
Unit descriptor	Clarifies the title by describing the workplace function. It provides more information on competency and the skill areas it addresses.
Employability skills	Generic work skills which are not specific to work in a particular occupation or industry, but are important for work, education and life generally, eg communication skills, computer literacy, problem solving, organisational skills, self management, teamwork etc. They have been specifically embedded into the competency (eg communication skills required to read and interpret drawings and specifications, or problem solving skills required to conduct an auction etc).
Application of the unit	Describes the scope, purpose and operation of competence in different contexts, for example, by showing how competency applies in the workplace. The application notes that skills and knowledge should be attained while working with others as a member of a team.
Elements	The building blocks for the unit, ie they describe the essential outcomes of a unit of competency.
Performance criteria	These are assessable statements which specify the required level of performance for each of the elements. Performance criteria are written in passive voice, and include terms which have been bolded and italicised. These terms are further explained in the range statement.
Required skills and knowledge	Describe the essential skills and knowledge which underpin performance detailed within the performance criteria. These will need to be considered in the assessment process.
Range statement	Relates to the skill and knowledge requirements as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance. The terms provided within the range statement are shown in the order of their first appearance within the performance criteria.
Evidence guide	Describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of competency within the critical aspects for assessment and evidence'. It must be read in conjunction with the performance criteria and the range statement. Also provides advice to the assessor on assessment methods, and the context of, and specific resources needed for, assessment.

Core skills can be located within any of these sections. In the first instance, ask yourself these simple questions which will help you to identify the core skills in the unit:

- > What will the learner have to listen to and understand?
- > What will the learner have to say?
- > What will the learner have to read?
- > What will the learner have to write?
- > Will the learner need to understand any diagrams, pictures or symbols?
- > What maths calculations will the learner need to do?
- > Which aspects will require the learner to use learning strategies or initiative?

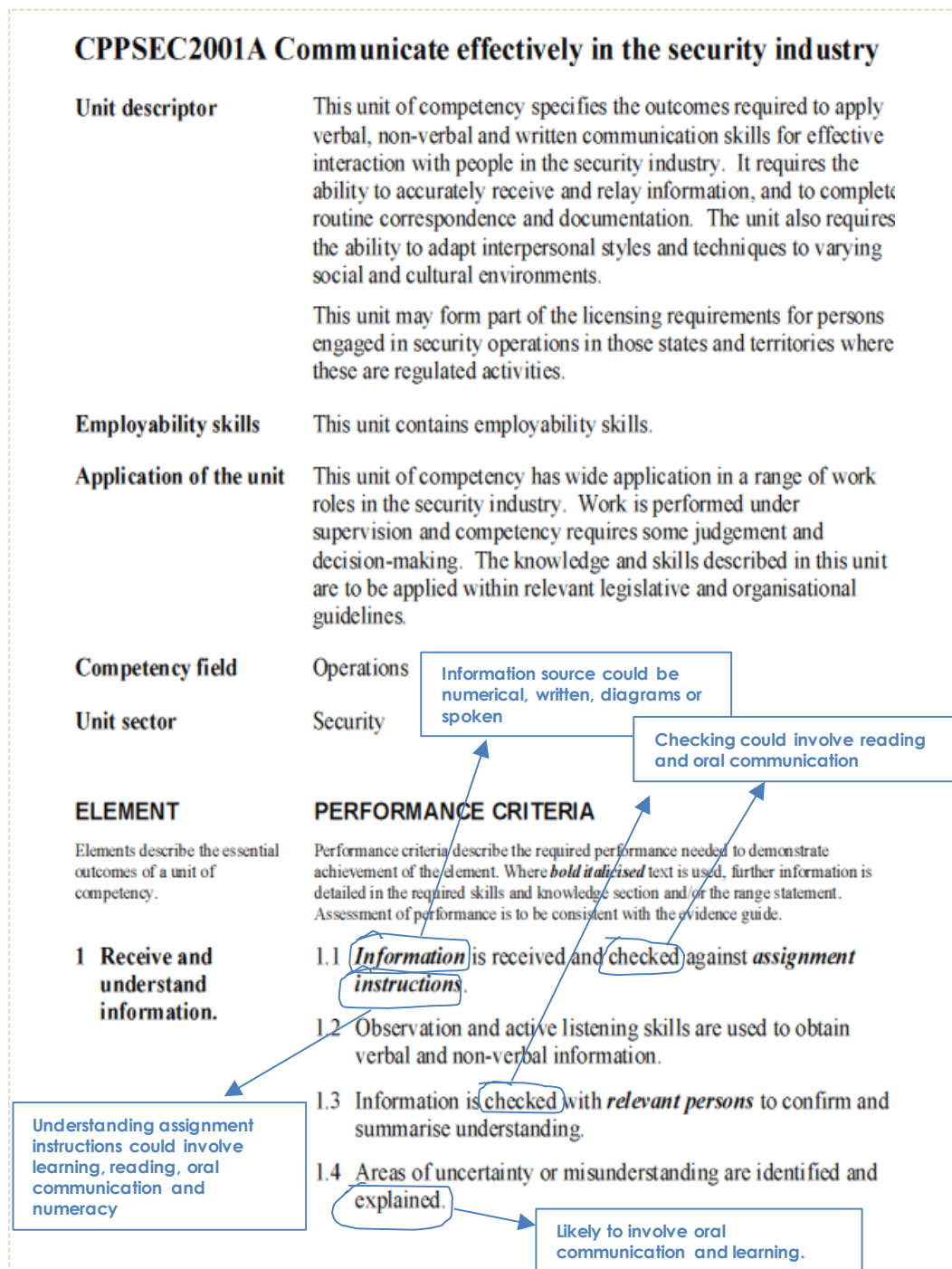
Core skills may be implied rather than explicitly stated, for example 'filing' may imply knowledge of alphabetical order. There are many words that *signal* core skills, eg:

- > relevant documentation ...
- > legislative requirements ...
- > records are maintained ...
- > data collection ...
- > estimated ...
- > explained ...
- > feedback ...
- > questions are used ...

Attachment 1: Core skill prompts provides a listing of words which can assist you to identify core skills within units of competency. It consists of words that will help you decide if there are reading, writing, numeracy, oral communication or learning skills within a unit that you will be delivering.

Note that some words within the listing might represent more than one core skill, eg 'report' might involve writing *and* oral communication. You will need to check the unit to decide on the appropriate context for the word and therefore, the skill required. The list is a guide only. You will no doubt add your own words as you work through the process.

Below is a simple example of how core skills can be identified within a unit of competency. The example uses the first section of a security sector unit of competency from the CPP07 Property Services Training Package. It highlights some (not all) of the core skills which are embedded within the first set of performance criteria.



Template 1: Core skills listing provides a simple tool that you can use to record the core skills you have identified within a unit of competency.

B. Analysing workplace requirements

Once you have identified core skills within a unit, the next step is to look at the actual workplace where the skills will be applied by asking questions about the realistic expectations of the job against each of the core skills. From this, relevant tasks or variables that will affect the application of the unit of competency can be devised.

For example, within the core skill of 'oral communication', you may pull from a security operations unit of competency the words '*information is checked with relevant persons*'. We know '*relevant persons*' may be a range of people including the worker's supervisor, client or members of the public. This shows how core skills are applied in a range of contexts. The question you may need to ask is '*how is it checked*'? In other words, do procedures require workers to ask their supervisor questions verbally or in writing, or both? Would information from members of the public usually be gathered verbally (face-to-face), or using the telephone? Questions such as these will focus you on the skills and contexts involved, and help you to make decisions about appropriate training and assessment strategies.

Template 2: Work skills analysis is a simple template that will help you through this process of analysis. The table below shows how this is done. It provides three columns which are linked to various core skills which have been identified within unit(s) of competency. In the example below, the two columns under the heading '*unit requirements*' simply list the core skills which have been pulled from the unit(s), and the relevant unit codes/titles. The column under the heading '*how these are applied in the workplace*' summarises the analysis undertaken by the trainer to decide how these skills relate to the actual workplace.

	Unit requirements		How these relate to the workplace
Learning	Areas of uncertainty or misunderstanding are identified and explained	CPPSEC2001A Communicate effectively in the security industry	<i>How are uncertainties or misunderstandings identified and explained?</i> Eg, by recognising that more information is needed Eg, by explaining requirements to others to check own understanding
Reading	Information is received and checked against assignment instructions	CPPSEC2001A Communicate effectively in the security industry	<i>How is information checked?</i> Eg, by reading job information (could include text, diagrams, numbers etc) and work instructions
Oral communication	Information is checked with relevant persons to confirm and summarise understanding	CPPSEC2001A Communicate effectively in the security industry	<i>How is information checked, confirmed and summarised?</i> Eg, by asking questions to confirm or clarify understanding Eg, by listening to an explanation of requirements Eg, by speaking to summarise own understanding

C. Mapping job skills to the ACSF

The final step in understanding the core skills needed for work (ie units of competency) is to conduct further analysis to map the skills you have identified to the levels within the ACSF.

In doing so, first review [ACSF Appendix 2](#) which provides examples of what a person is able to do at each of the 5 levels in each of the core skills. This will give you an idea about the performance requirements of each level.

Secondly, use [Template 3: Work skills mapping](#) to map the results of your analysis to the ACSF levels. An example of a completed analysis using Template 3 is shown in the table below. The first part of the table contains examples of performance levels pulled directly from ACSF Appendix 2.

The column headed 'trainer's analysis of workplace application' includes the results of the earlier workplace analysis (using Template 2) to demonstrate how these can be aligned against the ACSF performance levels to make decisions about the appropriate level for each core skill (see column headed 'decision').

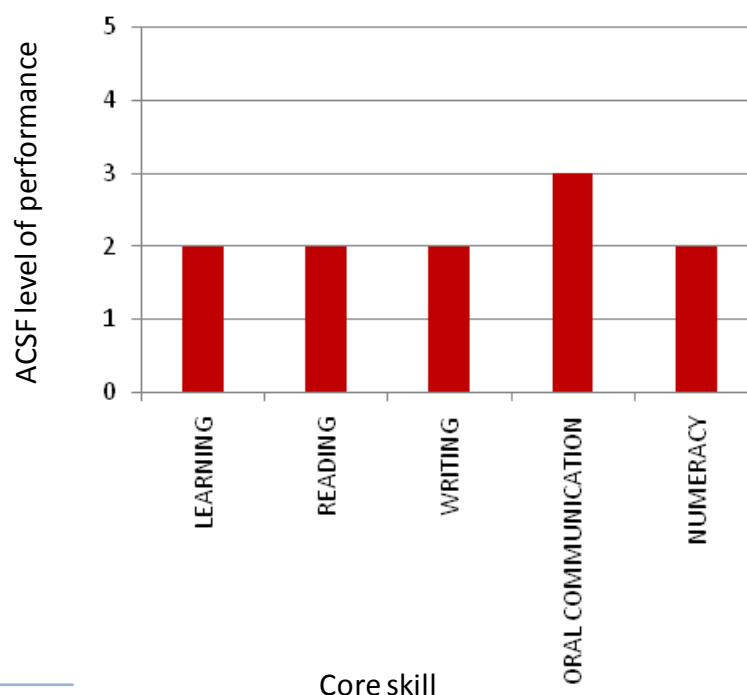
ACSF Appendix 2 performance levels and examples for Oral Communication		Trainer's analysis of workplace application	Decision
Level 2	<i>Listens to short, explicit instruction to learn new procedures needed to complete a task, eg to use a piece of machinery in the workplace, use a computer program</i>	<ul style="list-style-type: none"> > Information is checked by asking questions to confirm or clarify understanding > Questioning refers to questioning skills to elicit information from others > Information is confirmed by listening to an explanation of requirements and using speaking skills to check own understanding 	Level 3
Level 3	Participates in an oral exchange requiring some negotiation, eg responds to specific enquiries, complaints, problems with clients or customers		
Level 4	<i>Presents issue/agenda item in a class or workplace meeting, and furthers group understanding of relevant ideas through constructive engagement in subsequent discussion</i>		

Template 4: Work skills summary provides a tool that will help you to summarise the analysis and mapping of core skills required for work (ie derived from units of competency). It allows you to list one or more units and then allocate an ACSF level against each of the core skills.

The table below shows an example of how this is done using a security unit (note the levels provided are indicative only and don't necessarily represent an accurate mapping).

Unit of competency	ACSF levels (1-5) required for the job				
	Learning	Reading	Writing	Oral Communication	Numeracy
CPPSEC2001A Communicate effectively in the security industry	2	2	2	3	2
<i>Example application of the levels:</i>	Asks simple questions to gather information from a member of the public	Reads and understands shift notes and job instructions	Writes factual incident notes in correct sequence with attention to important details	Follows information spoken at a normal rate, generally interprets stress patterns, and provides non-verbal feedback to show interest and attitude	Measures time, eg for shift logs and incident reports and makes basic calculations in their head and on paper

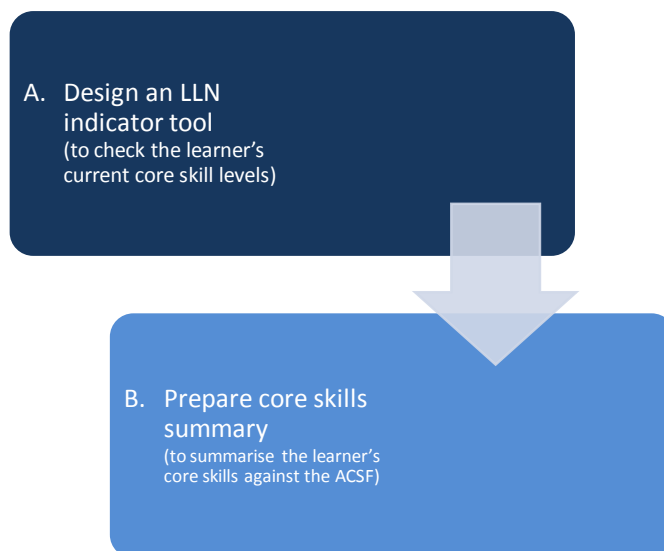
The diagram below shows how this mapping of **work requirements** would look on a spiky profile.



Step 2: Identify learner's core skill levels

This step in the process focuses on identifying learners who may need LLN support to participate in, and successfully complete training. First, you need to design and use an LLN indicator tool. This tool would normally be used prior to the commencement of training to help you to gather information which can be used to design delivery and assessment strategies.

The results of this initial LLN screening can then be summarised against levels of core skills within the ACSF, and used to develop a spiky profile for the learner. The diagram below illustrates the process for identifying a learner's core skill levels.



The following attachments and templates can be used in this process.

Attachments	Templates
<p>ACSF Appendix 2: Examples of what a person is able to do at each of the 5 levels in each of the core skills</p> <p>Attachment 2: Sample LLN activities</p>	<p>Template 5: LLN activities</p> <p>Template 6: LLN cover</p> <p>Template 7: Learner skills summary</p>

A. Designing an LLN indicator tool

When a person agrees to participate in vocational education and training, or signs up for an apprenticeship, you will need some indication of their capacity to successfully participate in, and complete that training in terms of their underlying core skills. To ensure that support is given to those who need it, you must first identify who needs help. As previously mentioned, the AQTF requires you to do this before the learner commences training.

Some industries are more likely than others to have people in work or training who need support. Even so, all industries are likely to include individuals with support needs at various levels. The construction and property services Industries are characterised by a large number of workers with low levels of literacy, for example those from CALD (culturally and linguistically diverse) backgrounds.

You should be sensitive when approaching this issue. Many people have negative associations with poor literacy skills. Often people who need help avoid participating in training for fear of being 'exposed', or for fear that they will be unable to do the necessary reading or writing. They may disengage with activities that resemble their negative experiences at school. Others may feel judged and humiliated, angry or defensive, or embarrassed about their skills; even though they may have successful industry and technical experience, skills and knowledge.

Screening for core skill levels

Identifying the core skills of a learner requires some form of evaluation or judgement which is not necessarily formal or test based. Written tests are often not a good indication of literacy competence as they can't duplicate the complex conditions in which literacy takes place in the workplace. They are an economical method, however, and when carefully constructed and delivered, can provide you with valuable information.

As we know, core skills in themselves do not denote competency as the skills vary across work contexts. For example, a person may use good oral communication skills with their team members, but may be incapable of giving a verbal presentation. Core skills should only be assessed in relation to the context of their use.

Generic 'one size fits all' indicator tools are often meaningless as the results are not linked to the learner's specific training and assessment objectives. Their use is limited to providing a quick indication of individuals who are more likely to require assistance.

You will need to choose the most suitable methods for screening core skills, depending on the individual and the learning program.

LLN indicator tools

Before starting training, you will be able to gain a general indication of a person's LLN skills. Useful indicators of likely LLN success can include one-to-one discussions with the learner to gather information about their training and education background. Self assessment is often another valid source of information as learners tend not to overestimate their LLN skills. Completed enrolment forms can also provide useful LLN information. The way an applicant completes a standard application form often indicates whether they have difficulties with reading and writing.

An LLN indicator tool is not a full LLN assessment, but a brief way to get an indication of the learner's LLN skills as they relate to the training they are undertaking. As literacy is context specific, you are encouraged to design your own LLN indicator tool based on the workplace analysis and core skills mapping conducted through Step 1. This will ensure that you are gaining an indication of the learner's LLN capabilities against the actual training requirements for the job.

LLN indicator tools can be reasonably simple and generic, eg containing a number of literacy/numeracy questions or tasks which allow you to quickly identify people who have poor LLN skills. Or, they can be designed around the specific requirements of one or more units of competency. This latter form relates better to the training context and is useful for all learners – not just those who have poor LLN skills. It allows you to gather information which relates the person's core skills directly to the required work outcome(s) at a range of AQF levels.

Generic LLN indicator tools

A basic written LLN indicator tool can be designed to elicit information from the learner relating to the following:

- work experience
- education levels
- country of origin
- self-assessment of LLN skills
- simple reading, writing and numeracy tasks relevant to the job.

This type of LLN indicator tool should preferably be used as part of a group exercise or as a standard pre-training hand-out so as not to single out an individual. Remember, you are screening to determine if the learner has enough skill to attempt training, and to identify whether a full LLN assessment is required and what LLN support or assistance they may need.

Work specific LLN indicator tools

When designing an LLN indicator tool, you will need to be guided by the LLN used on the job and described in the relevant unit(s) of competency. This will ensure that any screening processes (eg questions, activities etc) are designed to identify LLN support issues which are relevant to the learner and their work in the construction or property services industries.

It would be useful to design some questions and activities around the performance levels within the ACSF. This would allow you to more easily identify and align the core skills of an individual against the unit(s) of competency, or qualification you are delivering. For each core skill, you could include questions pitched at the ACSF performance level for that skill, as well as one level up, and one level down. This would give you a good idea of the learner's skill levels.

To help you to do this, remember that [ACSF Appendix 2](#) gives examples of what a person is able to do at each of the five levels in each of the core skills. These can guide you in designing questions and activities as the examples can be modified to be more specific to your industry. In developing your indicator tool, you would select a key activity from one or more of the performance levels for each core skill (depending on the analysis of job requirements already undertaken (see page 9)). For example, you wouldn't design an exercise involving minute-taking of a safety meeting if the core competency level for reading is only required to be *level 2*.

To illustrate how these could be used, some suggested core skills for the unit of competency *CPCCCM2001A Read and interpret plans and specifications* have been mapped below. Tasks which have been bolded could be included in an indicator tool for that unit.

Core skills	Example tasks against ACSF performance levels				
	Level 1	Level 2	Level 3	Level 4	Level 5
Learning	Identify when assistance is needed	Discuss learning goals with trainer	Identify improvements to work tasks and solutions to problems	Identify solutions to complex problems	Identify solutions to highly complex problems
	Identify where to access assistance	Use key words for basic computer research	Use personal organisation systems (eg notebook, diary etc)	Conduct research to gather information for a tender	Conduct research to identify industry issues and trends
Reading	Read safety signs and symbols	Follow instructions on a fire hydrant	Read minutes of a safety meeting	Read an email containing new instructions for a safety procedure	Interpret complex contracts or job specifications
	Locate key features on a basic site map	Locate key features on a set of plans or drawings	Read plans and job specifications	Read and interpret job contract or specification requirements	Analyse aspects of current industry research
	Read key words to complete a basic form	Read basic work instructions	Read manufacturer's instructions	Read and interpret technical manuals	Interpret and contrast a range of complex work documentation

Core skills	Example tasks against ACSF performance levels				
	Level 1	Level 2	Level 3	Level 4	Level 5
Writing	Write name and time of signing on a time sheet	Write a telephone message	Complete an accident report form	Write minutes from a safety meeting	Write a Job Safety Analysis
	Write name, address and simple personal details	Fill in a leave form	Write a set of procedures for a work task	Write an email summarising work progress to members of the work team	Prepare job specifications
Oral communication	Introduce self to others in a group	Listen to a series of instructions and accurately repeat them to a colleague	Listen and respond to a routine request	Deliver a presentation about a workplace procedure	Interview an applicant for a job
	Follow simple verbal instructions for a work task	Follow a series of instructions related to a job	Explain basic technical procedures to a new worker	Listen to a colleague's complaint and paraphrase the problem	Present a report drawing on current research
	Express opinion eg about cause of equipment failure	Convey information to others about a work task	Convey and explain current work information to others	Present information to clients	Present a tender to clients
Numeracy	Estimate money required for simple purchase	Record numbers or quantities of materials	Calculate and compare costs of similar items from two sources	Apply formulae to measure 2 and 3 dimensional space	Research and investigate statistical data
	Accurately record date and time using a calendar	Calculate cost of two items and estimate change	Measure items for work tasks using formal units (eg millimetres)	Use memory/square root functions on calculator to solve multi-step problems	Investigate and analyse construction options given particular financial constraints
	Estimate length of a familiar object (eg length of wood)	Locate address using a street directory	Make calculations including heights, areas, volumes and grades	Interpret and use ratios and scales to read and discuss design and dimensions on a plan	Select and use appropriate complex formulae for measurement (eg pitch of roof)

Template 5: LLN activities can be used to design activities for each of the core skill areas across the five ACSF levels. This template is suitable whether you are using a unit-by-unit, or clustered approach, ie you can include more than one activity against each core skill at each level.

Once you have designed a series of questions focused around the performance levels required for the training and assessment program, you can develop the indicator tool. Remember that the LLN indicator tool will probably be used by a range of employees who may have limited formal training. It should therefore be short and easy to use, and the manner of data collection should be straightforward.

Structure of the LLN indicator tool

Your indicator tool should commence with a proforma cover seeking general information about the learner. An example is provided as [Template 6: LLN cover](#) (this proforma can be adapted to suit your needs).

It should be followed by the activities and questions that you have designed around the performance levels within the ACSF (see previous page). Some sample activities are provided at [Attachment 2: Sample LLN activities](#) to give you an idea of the types and format of questions which could be included in an LLN indicator tool.

Any tool will of course, be designed to focus on a specific industry area with questions 'graded' to allow benchmarking of responses against core skill levels.

B. Preparing a core skills summary

The results of the activities and questions, gained from using your LLN indicator tool, can be brought together to summarise an individual's core skills profile. Two things that need to be considered before this can be done:

1. The design of the indicator tool needed to be based on the ACSF levels ascertained from the analysis of the workplace tasks (performed in Step 1 previously). Questions should have been graded around the required ACSF level.
2. The mapping of the individual's LLN skills should be based on their ability to complete the designed activities. Once completed, you will have an indication of their current levels of LLN skills as these relate to the ACSF. These results can be graphed into an LLN profile.

Using the table below, ([Template 7: Learner skill summary](#)), the learner's skills can be aligned to the ACSF. Their responses to the questions within the tool will help you to do this.

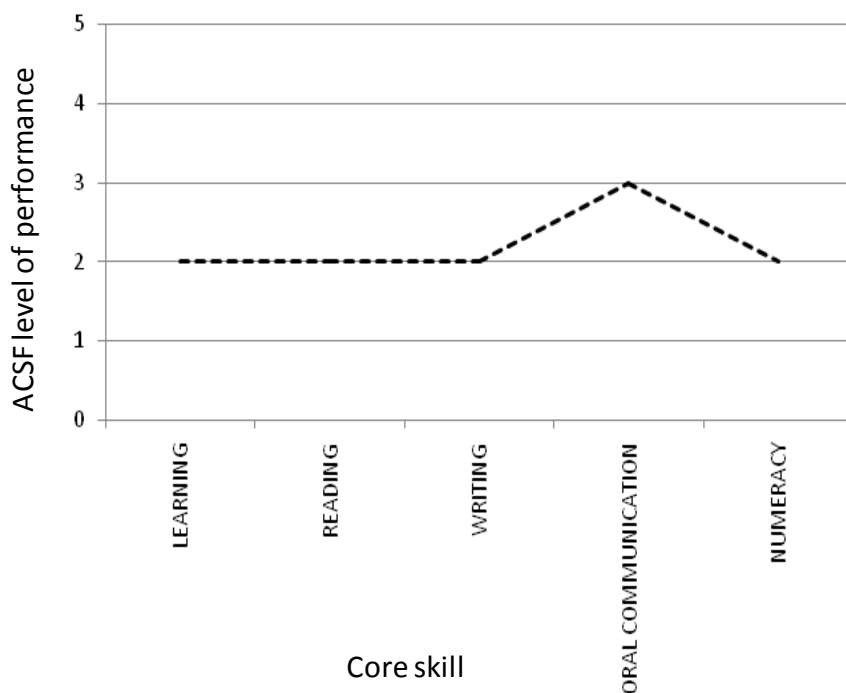
LEARNER'S NAME: Joe Bloggs						
Core skills	Summary of ACSF alignment of learner's skills (insert ✓)					Comments
	Level 1	Level 2	Level 3	Level 4	Level 5	
Learning		✓				uses basic initiative to ask questions, learn and to research information
Reading		✓				Locates basic features on a set of plans - cannot yet read plans and job specifications
Writing		✓				writes basic messages and instructions and can complete basic proformas
Oral Communication			✓			Listen and responds to routine requests and can explain technical procedures and information to others
Numeracy		✓				Accurately measures some items for work tasks, however cannot yet calculate areas, volumes and grades

The LLN skills summary on the previous page shows that the learner's strengths focus on oral communication. Based on the example tasks given for the unit of competency *CPCCCM2001A Read and interpret plans and specifications*, this learner would need some LLN support in the core skill areas of reading and numeracy as these require skills at the ACSF level 3.

Developing a spiky profile

The results of the skills mapping which have been summarised in the table format, can also be presented using a spiky profile. The spiky profile simply gives you a visual profile of the learner's core skills. This format can easily be overlaid with a graph of job requirements to highlight LLN skills gaps.

Based on the construction example for the unit *CPCCCM2001A Read and interpret plans and specifications*, the learner's spiky profile would look like this:

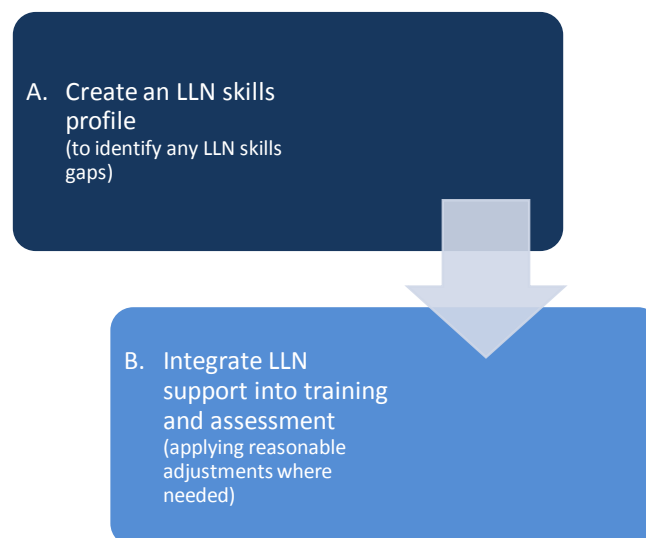


Step 3: Design delivery and assessment

Once the learner has completed the LLN indicator tool and the results have been mapped against the ACSF levels, the final stage of the process will be to conduct a gap analysis between the individual and the job requirements.

The gap will be between the LLN skills required by the workplace outcome, and the individual LLN skills of the learner. This means creating an 'LLN profile' for the individual, and developing training and assessment strategies which support the learner in any gap areas. It also involves decisions about the kinds of reasonable adjustments which might be needed through the assessment process.

The diagram below illustrates the process for designing delivery and assessment.



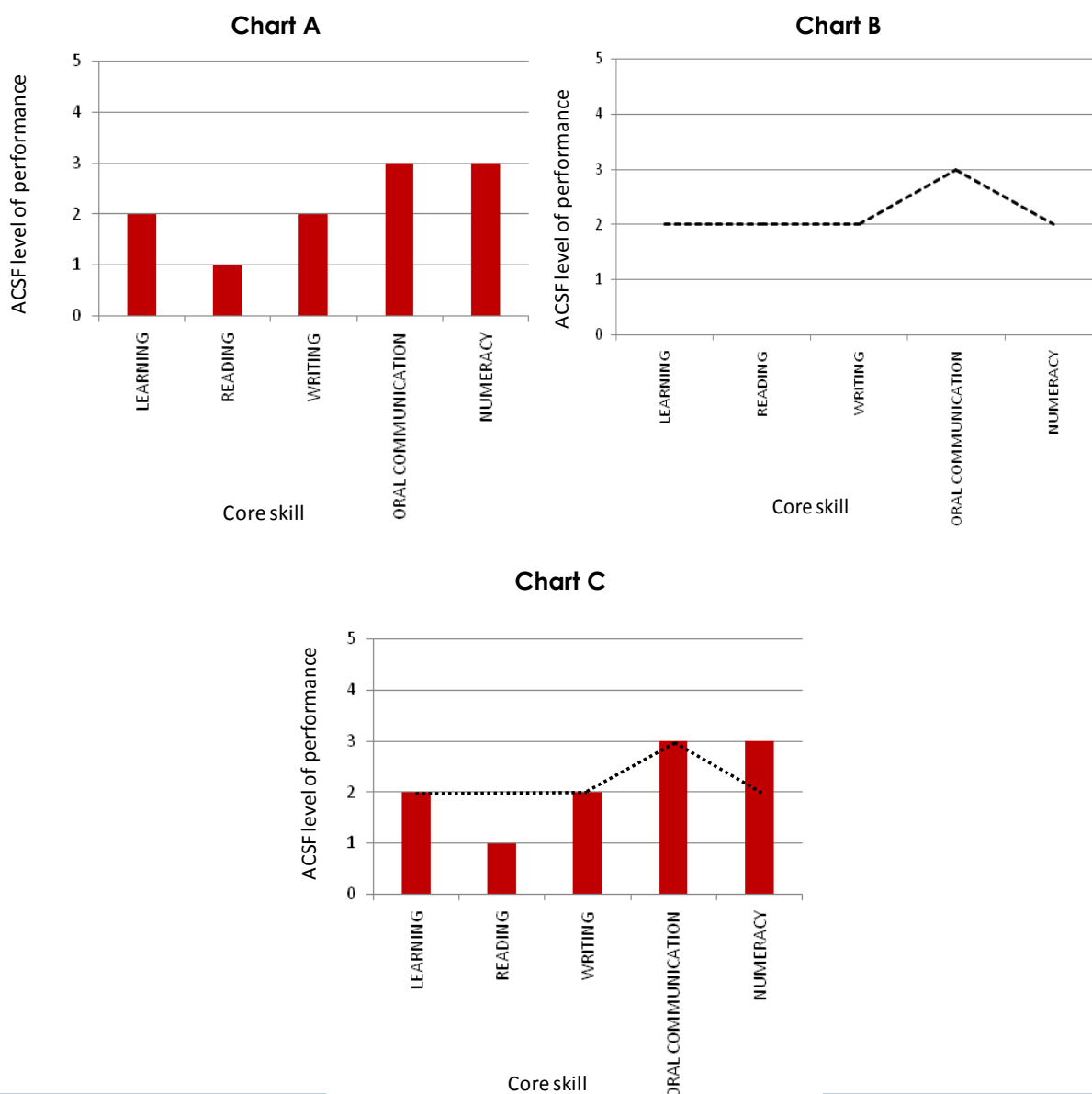
The following attachments and templates can be used in this process.

Attachments	Templates
Attachment 3 : Reasonable adjustments Attachment 4 : LLN support models	Template 8 : T&A strategies

A. Creating an LLN skills profile

The previous two steps in this process provide the data which can now be brought together to allow you to analyse the gap between the learner's core skills, and the core skills required of the workplace outcome (as represented by unit(s)). Using the ACSF, a clear illustration can quickly be gained of skills gaps, and areas where training and assessment strategies may need to be adjusted to cater for those gaps. This area will also require an assessor to determine what levels of 'reasonable adjustment' will be needed for assessment.

For example, a mapping of workplace requirements (Chart A), shows a particular unit of competency requiring less reading skills than learning or writing, but higher levels of numeracy and oral communication. The learner's skills mapping (Chart B), however, shows the individual has higher reading skills than required by the unit, but not the required levels of numeracy skills. This is a skills gap, highlighted when the two charts are merged (Chart C).



B. Integrating LLN support into training and assessment

General considerations

LLN is part of vocational competence, therefore LLN training needs to be included in the implementation of training and of assessment. Training packages do not describe how an individual should be trained. You'll need to develop learning strategies which are specific to the learner's needs, abilities and circumstances, with a view towards achieving the required vocational outcomes. The extent to which LLN needs are addressed in training depends on your ability to identify them, design support mechanisms, and integrate that support into your mainstream training and assessment processes.

Once you have analysed LLN skills gaps based on the spiky profile, you will need to decide the best strategies to ensure the LLN skills gaps are taught in a way that is integrated with your normal delivery and assessment processes. Be careful not to include processes that are beyond the requirements of the unit of competency.

Traditional delivery methods are often reliant on 'death by PowerPoint' which may be difficult for those with reading issues. Consider the materials used in delivery. They need to be varied, user-friendly, flexible to suit learners with a range of core skill levels, and written in plain English. Pay particular attention to the needs of individuals when designing instruction and information materials, and when conveying information. For example, use a range of delivery techniques incorporating visuals, practical demonstration and discussion.

Also, traditional assessment techniques are often based on written tests and essays or other written evidence gathering techniques. Again, these could cause problems for those with writing difficulties. In many units of competency, however, writing is either not required or a minimal requirement. Instead, you could use a combination of verbal or practical techniques to check knowledge, understanding and problem solving skills.

Finally, don't immediately think that you have to segregate the learner. The more integrated your support strategies, the more effective they will be.

Do you know? The Australian Government's WELL program provides funding to help employers run training that is tailored to their workplace. WELL training integrates LLN skill development with job-related workplace training.

For information about the WELL guidelines and application form, visit the WELL website at <http://www.deewr.gov.au/well>, or call **133 873**. The website also contains a number of successful case studies and promotional materials you can use when talking to employers.

Reasonable adjustments in assessment

The concept of reasonable adjustment may be critical to any assessment process for learners who need help with LLN skills. Reasonable adjustment means modifying the assessment process so that individual learners are not disadvantaged. Now that you have a picture of the LLN skills profile, you can consider ways in which learners could be disadvantaged in the assessment process and make decisions about reasonable adjustment. Remember that the assessment decision must still be valid and reliable (ie, it must comply with the performance criteria, required skills and knowledge and the evidence guide for the competencies being assessed).

Adjustments are considered *reasonable* if they do not impose unjustifiable hardship on you, the employer, or the learner. They should be based upon the individual learner's needs and abilities. This may involve a range of negotiated amendments to the planning or conduct of the assessment.

A range of LLN needs will require different kinds of adjustments to ensure a fair assessment process. These can be made as required, as long as competencies are not compromised. For example, a learner who experiences difficulty with writing or spelling may be offered an oral assessment, interpreters can be accessed for people from non-English speaking backgrounds. Learners with low numeracy skills can be offered a calculator, etc.

Remember too that assessment tools used for other learners should not be 'watered down' because of the perceived needs of an individual. You must be able to justify that the assessment tools gather sufficient evidence to allow a decision to be made in relation to achievement of competency. It is your role to negotiate appropriate methods of assessment with the learner to provide them with the best opportunity to demonstrate competency while maintaining the integrity of the outcomes.

[Attachment 3: Reasonable adjustments](#) provides examples of reasonable adjustments that can be made during assessment for learners experiencing difficulties with their LLN skills.

Other support strategies

There are a number of other strategies which can complement your delivery and assessment processes to integrate LLN support for one or more learners. For example, you could access a toolbox to allow the learner to gain LLN skills at their own pace. Or, you could enlist the help of an LLN specialist. ([Section 5](#) of this guide also contains contact information to help you to access several useful websites and resources to support the integration of LLN support into training and assessment.)

[Attachment 4: LLN support models](#) provides a number of possible support models taken from 'Tip 13 - The Crux of the Matter' developed by the Queensland Department of Education, Training and the Arts, 2007 (accessible through www.training.qld.gov.au/).

Finalising your training and assessment approach

This final step in integrating LLN support into training and assessment takes into account the analysis of workplace requirements (based on units), analysis of the learner's core skill levels, and the skills gaps identified after these were mapped to the ACSF. It focuses on designing training and assessment strategies which:

- > meet the knowledge and skill requirements of the job as expressed in relevant unit(s) of competency
- > use a combination of flexible delivery and assessment techniques to cater for a range of adult learning needs and styles
- > assist the learner to gain necessary core skills (ie identified gap areas) as part of a normal training and assessment program through reasonable adjustments to assessment and other support processes (eg engaging the assistance of an LLN specialist)
- > do not place an unnecessary burden on yourself, or 'target' the learner as having special needs.

Template 8: T&A strategies is a simple template which you can use to plan training and assessment strategies to support learners. An example of how this template can be used is shown below. The information within the first column can be drawn from analysis already conducted (see pages 7 and 8). The final columns allow you to plan specific delivery and assessment strategies. The example shows some adjustments made for a learner who needs development in the core skills of reading and writing with key aspects highlighted in bold font.

Workplace application of core skills	Training strategies	Assessment strategies
Information is received and checked against assignment instructions	<ul style="list-style-type: none"> Use a visual aid to explain procedures for checking job information Design a practical exercise where learners can work in pairs to check job information that you provide against assignment instructions – have them report back to the group about any information that needs clarification Conduct a role play practising verbal questioning and paraphrasing 	<ul style="list-style-type: none"> Assess learner's underpinning knowledge of requirements for checking assignment instructions using a combination of verbal and short-answer questions Allow additional time for written responses Observe learners working in pairs to check job information and seek clarification from others