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# The Crux of the Matter 2011:

Language, Literacy and Numeracy  
and Vocational Education and Training



# The Crux of the Matter: Language, Literacy and Numeracy and Vocational Education and Training

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## Purpose of this resource

The aim of this resource is to improve language, literacy and numeracy (LLN) practices within vocational educational and training (VET) delivery and assessment, and to comply with the Australian Quality Training Framework (AQTF) through a planned approach to LLN.

It will assist assessors, (including RPL assessors), VET practitioners, LLN specialists, and quality managers to provide quality training and assessment practices that explicitly address LLN.

This resource provides models of good practice, suggestions and practical assistance regarding:

- communicating with clients
- addressing access and equity issues
- developing and monitoring trainer and assessor qualifications and skills
- promoting effective assessment methodology
- promoting effective LLN training content and delivery
- providing LLN support services. This includes specialist support and support in the User Choice program and Skilling Queenslanders for Work initiative.

At the back of this resource you'll find some fact files that include additional practical information and tools. They appear in the following order:

Tips

Checklists

Information sheets

Templates

Resources

The following acronyms are used throughout this resource:

ACSF	Australian Core Skills Framework
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
LLN	Language, literacy and numeracy
NRS	National Reporting System
RPL	Recognition of prior learning
RTO	Registered training organisation
VET	Vocational education and training

## Introduction

Since 1998, LLN content has been ‘built-in’ to all Training Packages and accredited course content and has become an integral part of all vocational qualifications within the Australian Qualifications Framework (AQF). Each state and territory also has stand-alone accredited LLN courses that are delivered as part of adult general education.

To develop the appropriate workplace communication and employability skills of all learners across all AQF qualifications it is essential that you ensure LLN is not seen as an issue just for learners with low-level skills.

Whilst some learners will have more trouble developing LLN skills than others and may require specific assistance, LLN is an issue across the board for all learners as LLN skills underpin the way we communicate and learn. As a result, LLN are now seen as both an issue of equity and of quality, and therefore relevant to all AQTF standards.

Research by state and national vocational training bodies indicates that any LLN associated with vocational training is best delivered within the context of that training wherever possible. This is because all vocational learners will be developing LLN skills as they take on vocational competence.

Attention to LLN issues is not just the responsibility of a few specialist teachers. The risk in this approach is of failing to reach all learners needing assistance. To manage this, all staff dealing with training and assessment require knowledge about vocational LLN.

Taking a holistic approach to LLN can assist high competency completion rates, learner engagement and employer satisfaction. This means providing policies and procedures that deal with LLN from both an access and equity perspective and from an integrated skills perspective. Overall, a holistic approach allows quality training and assessment services to be delivered that fully comply with the AQTF.

## LLN in VET

In the past, LLN issues in vocational training were seen as an ‘equity only’ issue, and not critical to vocational training. Learners who had such difficulties were labelled as having a ‘deficit’ and lacking the ability to ‘cut it’ in training. National and international studies and decades of research and practice have shown this is simply not true.

The **crux of the matter** is that speaking and listening, reading and writing and using numbers in a variety of practical ways underpins workplace skills. For all learners, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing.

## LLN and the AQF

The LLN skills of any qualification or course cannot be assumed. Complexity of LLN is not tied to AQF qualifications but to specific job requirements. Each vocational area will have a unique set of reading, writing, oral communication and numeracy tasks that are part of everyday vocational tasks.

Reading, writing, oral communication and numeracy may be at different levels within any particular qualification as well as across qualification levels. Some qualifications, such as engineering or refrigeration, have only limited writing demands at a Certificate IV level, but require specific and complex numeracy even at entry level. Other qualifications, such as business administration, may require increasingly complex writing skills as the qualification level increases, but limited numeracy demands at any level. Qualifications in retail are often very demanding in the oral communication area, but have reading and writing tasks that are of a lower level. Therefore, there may be variations in LLN requirements within a given AQF qualification level.

This means that each qualification and the job tasks related to that qualification must be analysed for their LLN skills. This analysis is part of the unpacking of a Training Package or accredited course and is essential information for the planning and delivery of any vocational training program.



### Tips

**Tip 8: The ACSF and LLN levels.**  
**Page 30.**

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## LLN electives in Training Packages

LLN units are beginning to appear as electives in Training Packages. When a need for LLN assistance has been identified prior to enrolment these electives provide another option to maximise learner achievement.



## LLN and Employability Skills

Training Packages include an Employability Skills Framework table for every qualification. This table contains descriptions of how each employability skill is applied in the context of the given qualification.

Employability skills are also embedded explicitly in units of competency across all Training Packages and accredited courses.

Each employability skill has ‘facets’ that often refer to skills that require a specific application of LLN skills. All eight employability skills contain reading, writing, speaking, listening and numeracy skills applied in combination.

### **Employability Skills: From Framework to Practice.**

A guide designed to assist teachers, trainers and assessors to ‘unpack’ the employability skills requirements contained in units of competency into learning and assessment strategies that lead to the attainment of Training Package qualifications.

## LLN and non-accredited training

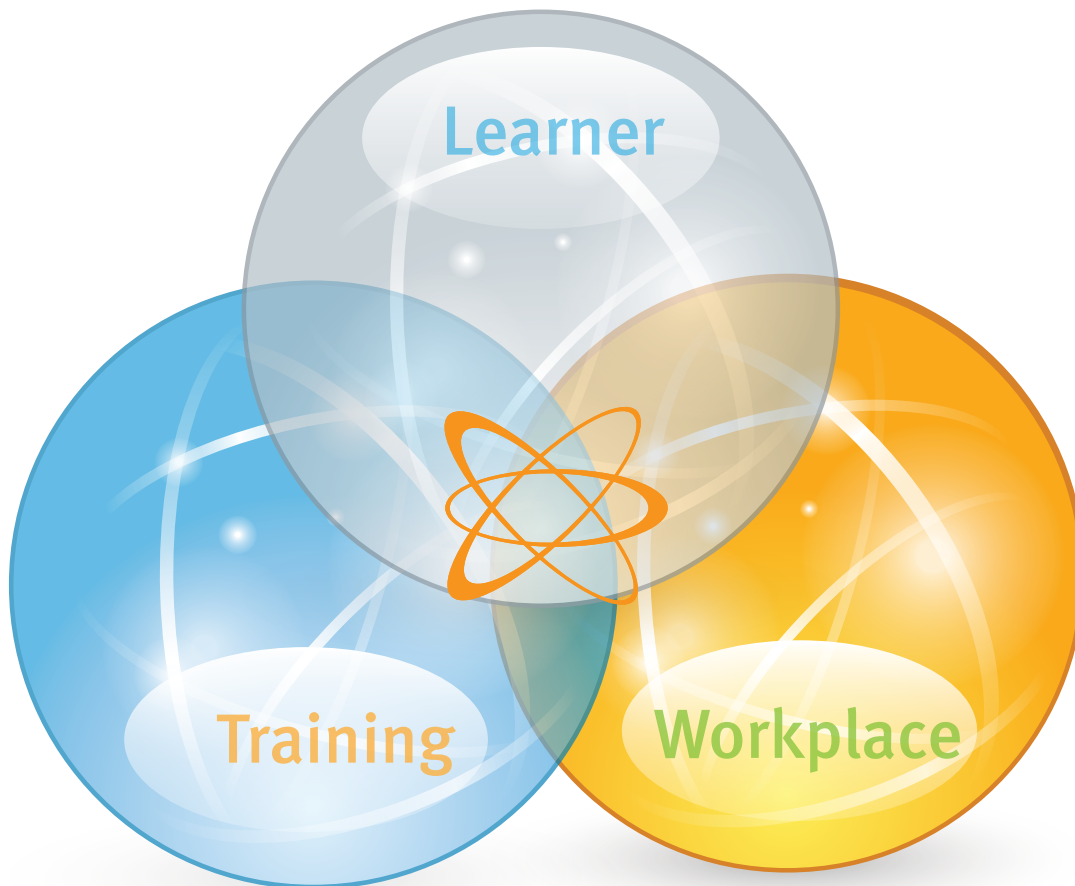
Neither the identification of learning needs nor appropriate training, assessment and support mechanisms for non-accredited training fall under the AQTF. However, it is apparent that such practices are as fundamental to the success of learners in non-accredited as accredited training. It would therefore be good practice and a reasonable expectation of delivery that both accredited and non-accredited training follow good practice in LLN integration.

## The Crux of the Matter

The **crux of the matter** is the need to consider three critical issues for effective learner-centred LLN training and assessment practice within VET. These are the identification of the LLN skills:

- of the learner
- that are required in **the workplace** and / or drawn from **Training Package units of competency or accredited course modules**
- required to participate successfully in **training and assessment**.

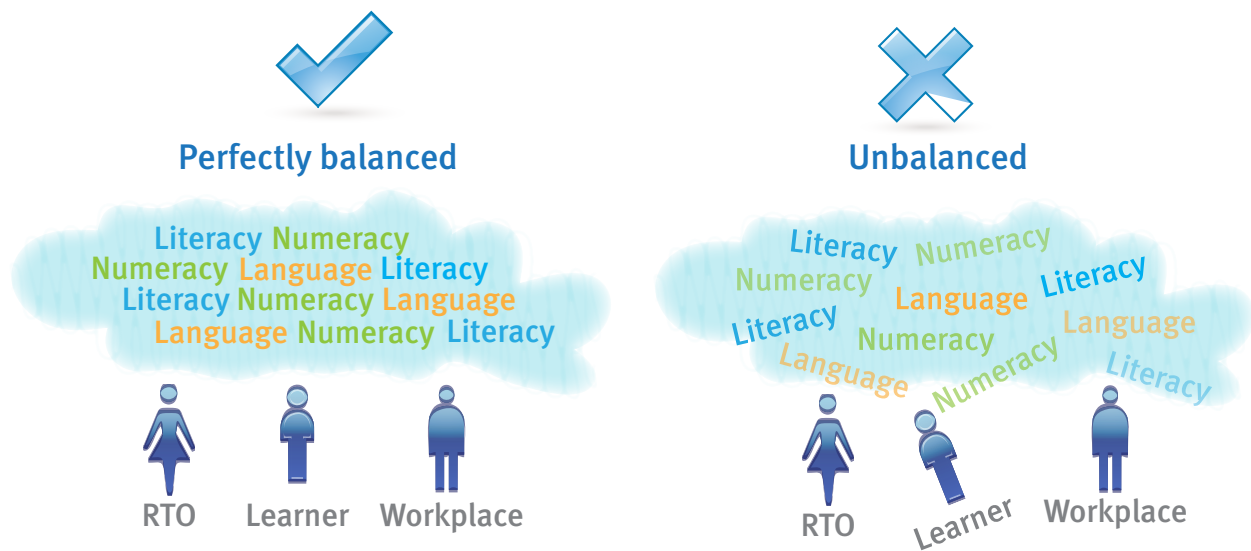
### The Crux



A balance between these issues means identifying where they cross-over, and aiming for this space.



Balancing the three critical issues results in effective learner-centred training delivery and quality training outcomes that benefit everyone involved.



How do you find the balance?

What do you do with the information you gather?

The following information may help you explore these questions.

# What is language, literacy and numeracy?

In order to successfully address LLN issues it is important that everyone has a sense of what these skills are.

## Language

Language is the main way we make and understand meaning as humans.

When we talk about language we are talking about speaking, listening, reading, writing and visual communication<sup>1</sup>. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. We are also talking about using words and grammatical structures and other meaning support systems (e.g. gestures when speaking and listening; punctuation and formatting when reading and writing) to make meaning of, or to understand somebody else's meaning.

Language is more than a matter of knowing words and using correct grammar though. Knowing the way language is used by specific social groups – at work or in the general community – gives us access to these groups and thereby enables us to achieve our personal, work and social goals.

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

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

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

## Literacy

Literacy is the ability to read and use written information as well as to write in an appropriate manner at home, at work and in the community.

Literacy is the ability to read and use written information as well as to write in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing.

Literacy is purposeful. Our literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Literacy is more than basic reading and writing (sometimes called **functional literacy**) such as following instructions, filling in forms, reading bus timetables and writing a note to a household member. It is also a process of using higher order reading and thinking skills to question what we see in written texts (sometimes called **critical literacy**).

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

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

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<sup>1</sup> Visual communication skills underpin the agreed language of the Australian Deaf community, Australian Sign Language (Auslan).



## Numeracy

Numeracy is the ability to use the mathematical concepts needed to function effectively in work and social contexts.

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

Depending on the context this can include:

- number skills
- spatial and graphical concepts
- the use of measurement
- problem solving.

Numeracy may also involve literacy, for example when extracting mathematical information from written documents. In the workplace, the methods used to achieve certain numeracy tasks will differ according to the workplace requirements, technology and culture.

NCVER has a number of key research documents on issues relating to non-English speaking background (NESB) and Indigenous learners in VET.

To read more about the definition of literacy, see the paper titled Literacy in the new millennium.

An informative paper about numeracy is Thinking beyond numbers: Learning numeracy for the future workplace, Beth Marr and Jan Hagston, NCVER, 2007.

# The Australian Quality Training Framework (AQTF)

## Which AQTF standards are relevant to LLN?

The AQTF is a national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's VET system. Consequently, Australians will have the skills required for the workforce and support the growth of Australian industry and enterprise.

In order for learners to get the most out of the VET experience a range of factors needs to be taken into account in the design of training and assessment and the overall learning experience.

In past versions of the AQTF there were specific standards relating to LLN. The 2010 release of the AQTF sees LLN issues fully integrated into the three main standards and their elements:

- |            |   |
|------------|---|
| Standard 1 | The RTO provides quality training and assessment across all of its operations.  |
| Standard 2 | The RTO adheres to principles of access and equity and maximises outcomes for its clients.  |
| Standard 3 | Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates. |

Basically, under their conditions of registration each RTO commits to maintaining the key features of the standards through:

- monitoring the key requirements and outcomes to be met by the RTO
- maintaining a systematic approach – that is, planned, purposeful and repeatable actions to improve products and services to clients
- commitment to implementation of an effective quality system including planned and ongoing processes that encourage continuous improvement
- provision of opportunities for everyone to access and participate in learning and to achieve their learning outcomes.

## Measuring LLN success against the AQTF quality indicators

The AQTF Users' Guide to the Essential Conditions and Standards for Registration states that the application of the essential conditions and standards will differ considerably according to the size and scope of the RTO and the types of learners they are dealing with.

State and territory registering bodies will use the AQTF quality indicators to develop and manage the **risk profile** of RTOs, that is, how well they are meeting their obligations under the AQTF.

Each RTO needs to manage the risk associated with LLN against each quality indicator according to their learner profile and scope of registration.

RTOs need to be aware of LLN because they impact on the:

- way information is communicated to learners and staff
- way in which training and assessment is constructed and conducted
- way in which learners learn, as well as their success and satisfaction
- perception by employers of the RTO's ability to provide learners with the required workplace skill
- RTO's ability to comply with the AQTF Essential Conditions and Standards for Registration.



### Checklists

**Checklist 1: AQTF LLN Compliance Checklist. Page 52.**

## AQTF quality indicators

### Employer satisfaction

This indicator will focus on: employer evaluations of learners' competency development; its relevance to work and further training; the overall quality of training and assessment.

### Learner engagement and competency development

This indicator will focus on: the extent to which learners are engaging in the types of activities which are likely to promote high quality skills outcomes; learners' perceptions of the quality of their competency development; the support learners receive from RTOs.

### Competency completion rate

This will be calculated for qualifications and units of competency / modules delivered. It will be based on data provided by RTOs concerning the number of enrolments in the previous calendar year, as well as the number of qualifications completed and / or units of competency / modules awarded in the previous calendar year.

The AQTF Essential Conditions and Standards for Registration and the AQTF Users' Guide and a number of other key documents are available from [training.com.au](http://training.com.au)

Queries relating to the AQTF should be directed to the Queensland State Registering Body, the Department of Education and Training. Telephone: 1300 369 935

## State priorities and the AQTF

In addition to the AQTF, all Queensland RTOs should be familiar with the Queensland Government and Department of Education and Training (DET) priorities.

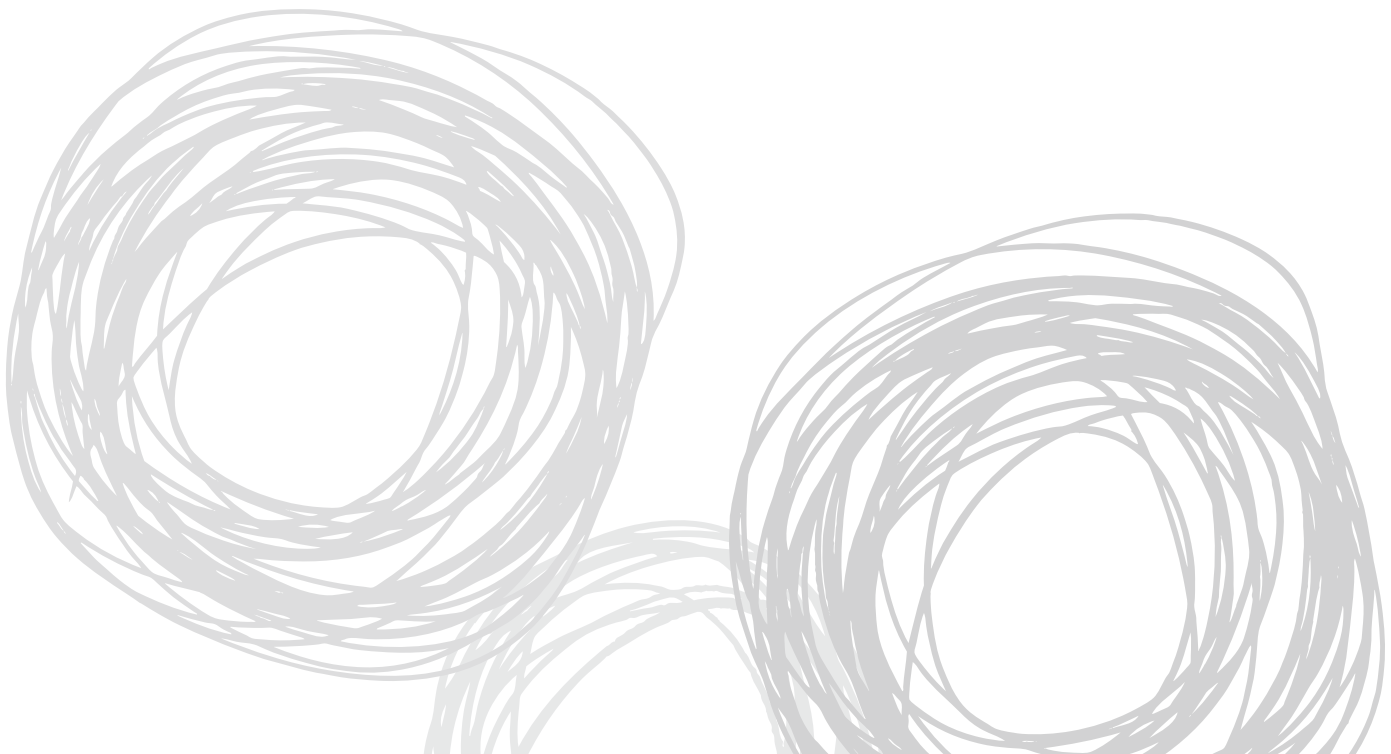
One of DET's key priorities is to equip Queenslanders with the training and skills required now and in the future. In achieving this, DET will assist the Queensland Government meet their Toward Q2: Tomorrow's Queensland target of three out of four Queenslanders holding a trade, training or tertiary qualification by 2020 through the development, delivery and regulation of high-quality VET programs and services.

The objective that Queenslanders will be skilled to maximise their opportunities and productively to contribute to Queensland's economy is consistent with the AQTF.

They require an RTO to consider LLN issues as mainstream business – 'built in, not bolted on'.

The [Training and Skilling Queensland Fact Sheet](#) provides more information on State and DET priorities.

# Fact Files



# Tip Sheets

**Tip Sheets** have been developed to provide information for a number of different audiences. Each sheet focuses on an aspect of dealing with LLN within the quality assurance process. While all tips are relevant, some have more relevance to particular audiences.

As a <b>VET practitioner</b> you need a working knowledge of LLN issues - how to deal with LLN in your assessment and training practice, and how to access assistance from LLN support services.	Tip sheets 6-13
As a <b>RPL assessor</b> you need a working knowledge of LLN issues and knowledge of how to cover LLN issues within the RPL process.	Tip sheets 6-13
As a <b>LLN specialist</b> you need a working knowledge of how integrated LLN within VET works. You can assist quality managers to review communication tools, contribute to professional development initiatives, review training and assessment resources and provide LLN support services.	Tip sheets 1-13
As a <b>Quality Manager</b> you have an important role to play in ensuring your RTO has a holistic LLN plan.	Tip sheets 1-5



## Tip 1: Communicating with clients



### Case Study

Toula received a 'letter of offer' for her Event Management Diploma course. The letter advised that prospective learners should visit the RTO's website for details of the orientation meeting and the timetable for the following week's classes. Toula was excited and went to her local library to use a computer to access the website. She carefully typed in the URL from the letter but 'Page requested not found' was the only thing she saw. Toula wasn't sure if it was something wrong with her computer skills, the computer or the course information site. She was too embarrassed to ask the busy librarian for help so she went home.

Toula rang the phone number on her letter of offer and was greeted by a voice mail message at reception. She left a message explaining that she couldn't find the information on the website but that she needed to know the timetable details as soon as possible because she needed to tell her employer which shifts she could still work that week. No one rang her back.

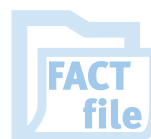
She hoped all the communication from her new course wouldn't be like this. Before she had even started Toula felt let down and frustrated. 'How can they be good at teaching event management when they can't even manage their own communication?' she thought.

RTOs communicate with learners and potential learners for a large variety of reasons including promotion, enrolment information, course content, training and assessment information, support services information and appeals processes.

LLN issues are only one factor to be considered when you communicate with your clients. Cultural sensitivities, disability issues, access to technology and social and geographical considerations make up the full picture.

To communicate effectively with your clients you must:

- know who you are communicating with
- pick a method or methods that best suits the needs of your clients
- build in ways of checking whether your communication has been effective
- make adjustments to what you do based on feedback from your clients.



### Checklists

**Checklist 2: RTO communication checklist. Page 58.**

Interesting data about local populations can be found by selecting the Community Profiles icon on the online [ABS census data online](#).

Useful data on the Australian population's LLN skills can be found on the [Adult Literacy and Life Skills Survey site](#).

## Tip 2: Addressing access and equity issues

It is important that you identify the demographics of your learners – who your clients are, how this might affect the way you communicate with them, and the types of LLN support they might need in a training program. Information custom built for particular audiences has the greatest impact, therefore a carefully planned communication strategy is essential. Some clients will need particular consideration. These clients may include people:

- whose first language is not English
- who have been educationally disadvantaged, for example non-completion of an equivalent to compulsory schooling in Australia
- in older age groups
- whose training has been disrupted by disability
- who have had long periods of unemployment
- from specific cultural or ethnic groups
- from an oral communication tradition
- who have good English speaking and listening skills but low reading and writing skills
- who have good skills in a language other than English, but who need to use English language in an Australian context.

You should consider your client profile to get a general indication of the ways in which you communicate and the types of LLN support that may be needed. Remember that there are no hard and fast rules about who will need support, and judgements based on stereotypes should be avoided.

### Communication strategies

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

- You could engage interpreters to communicate with people from different language backgrounds.
- Carers, associates and other advocates should be invited to participate in, and where necessary communicate information on behalf of clients.
- Accessible websites should be provided to help people with a disability.
- Information provided online, by email or Short Message Service (SMS) may assist people who are Deaf or hard of hearing.

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



### Resources

**Resources: Inclusive practices:** text including website text, should be produced according to Universal Design Principles to enhance access.

The online resource Working with Diversity provides a range of practical strategies for dealing with issues relating to access and equity.

## Tip 3: Gathering information

There are many effective ways to collect information about clients entering your programs. Collecting information about past educational and training experiences through enrolment forms, informal conversations and icebreaking activities in the first training session can help you to meet the clients' needs in training.

If you gather and communicate information and data using a 'one size fits all' paper-based approach you run the risk of alienating some learners or failing to 'pick up on' important information. Alternate tiers of communication and support are needed for all clients.

Alternate inclusive options may include:

- Pre-enrolment information or induction sessions where learners can listen to key messages and ask questions rather than depending on written information only.
- Translation of key documents into other languages where you have a large percentage of potential learners from non-English speaking backgrounds.
- Employment of staff who speak the language of a particular group as a 'face to face' back up to any written information.
- Use of technologies such as webpages, email or SMS. Increasingly, the preferred methods of accessing information is through the use of technology and some clients may specify a particular method as a preference. You will need to ensure that information communicated through technology is kept up to date and is accessible.



## Resources

**Resources: Inclusive practices:** use Universal Design Principles to help you communicate effectively with clients. Text, including website text, should be produced according to Universal Design Principles.



## Enrolment forms

For many learners, the enrolment form itself may provide a language and literacy challenge. Some learners may disclose a sensory disability that impinges on their LLN skills development, e.g. that they have a hearing or vision impairment. But, it is highly unlikely that a learner will self-disclose difficulty with LLN as it relates to their general learning. Many people with low-level LLN skills will have developed specific ways to mask the issue.

A self-disclosure 'tick box' section on a course enrolment form will pick up on some learner's needs, however you should have a range of methods in place to identify and support learners once they are placed in a course or training program.

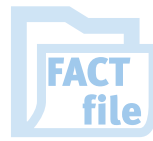
## Client feedback and satisfaction surveys

It is important to give clients choices about the way they can provide you with feedback.

Remember that complex multiple choice or short answer surveys are not suited to all clients. Some clients will prefer to give feedback verbally – either one-to-one or in a group. Some clients may be comfortable with online approaches; others may prefer paper-based methods.

## Information about LLN support services

The AQTF Users' Guide states that you should give information about the provision of LLN support services to each learner prior to enrolment. This means there must be a process in place which can be implemented when a client requests an evaluation of their LLN skills or in cases where learners are thought to need extra assistance. Remember that learners may be embarrassed or stressed about their LLN skills and it is important that a 'trusted' someone is available to whom they can talk about the issues. Learners will often need several prompts before they will seek help independently.



## Checklists

Checklist 2: RTO communication checklist. Page 58.

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## Tip 4: Teacher, trainer and assessor qualifications

The AQTF requires that all teachers, trainers and assessors hold competency in the standards prescribed by the National Quality Council.

Appendix 2 of the [AQTF Users' Guide](#) provides details of necessary teacher, trainer, and assessor competencies.

Innovation and Business Services Australia (IBSA) is the Industry Skills Council with responsibility for the Training and Assessment qualifications. The new TAE10 – Training and Education Training Package has been endorsed, replacing the TAA04 Training and Assessment Training Package.

It is notable that in the review of the Training Package, the increasing importance of LLN became apparent. This has been addressed in TAE10 through several initiatives:

- **The redevelopment of the LLN unit in the Certificate IV level qualification for Training and Assessment: TAE101A Address adult language, literacy and numeracy skills.**

**TAE101A** is specifically designed for vocational trainers and assessors. It addresses the skills and knowledge that trainers and assessors must possess to provide appropriate instruction and assessment to learners. It uses a 'recognition' approach to LLN issues with the expectation that expertise will be drawn from relevant professionals as required.

Support materials for TAE101A can be downloaded from the [Innovation and Business Skills Council website](#).

In Queensland, to find out where TAE101A is being delivered go to the [National Training Information Service website](#).

- **A new unit: TAE1051A Support the development of adult language, literacy and numeracy skills.**

**TAE1051A** applies to teachers, trainers and assessors who wish to support adults in developing their LLN skills. They require some knowledge of adult literacy and numeracy, as well as strategies to support learners enrolled in VET courses. It is more than just a 'recognition' approach. Its focus is analysing, evaluating and reviewing issues around LLN and support strategies.

- **Two new qualifications at AQF levels 7 and 8.**

**TAE70110** Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

The focus of **TAE70110** is on planning, preparation, delivery and evaluation of LLN knowledge and skills. It is designed to develop specialist skills to address learner LLN skill development needs.

**TAE80110** Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership.

The focus of **TAE80110** is on research, policy analysis, and innovative program and resource design. It provides existing teachers, trainers and assessors with leadership and research opportunities.

You should refer to the Training Package and Qualification notes and to the human resource statements in order to be clear about the specific requirements of these qualifications.

IBSA has developed a [User's Guide](#) to support people undertaking these new qualifications or wishing to upgrade their existing qualification.

The User's Guide includes a comprehensive mapping of the existing qualification 40499SA Advanced Diploma of LLN Practice in VET against both new Training Package qualifications.



## Resources

**Resources: Professional development:** A full list of the TAE10 units.

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## Additional accredited courses

There is a range of accredited courses available that provide accredited professional development and credentials in LLN, for example, courses in teaching English to speakers of other languages.

For further details of these accredited courses and their availability consult the Queensland Department of Education and Training (DET) website.

or

the National Training Information Service (NTIS) website.

## Specialist LLN teachers

Specialist LLN teachers working in stand-alone LLN courses or delivering specific government funded programs, may also require specialist teaching qualifications. Government funded programs include: Language, Literacy and Numeracy Program (LLNP); Workplace English Language and Literacy (WELL) Program; Adult Migrant Education Program (AMEP).

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Access information on Commonwealth programs via the LiteracyNet website.

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The Queensland Council of Adult Literacy (QCAL) is a voluntary non-profit organisation representing Adult Literacy in Queensland. It promotes literacy as the key to effective life-long learning for all. QCAL has a number of useful links via their website, as well as suggestions of available resources, including seminars and events.

## Tip 5: Developing and monitoring professional development on LLN

LLN is an integrated issue in teaching, learning and assessment. Whilst specialised LLN courses may not be your RTOs core business, there are some key initiatives that can assist you to deal with LLN issues. Following are suggestions that you and / or your RTO could implement.

- Provide details of how staff can deal with a range of LLN issues in your staff induction material e.g. LLN assessment and support services, professional development options, available resources, key staff with expertise.
- Invite a guest speaker with LLN expertise to workshop issues (either a LLN specialist or a teacher, trainer or assessor who has completed TAELLN401A).
- Provide opportunities for teachers, trainers and assessors to share expertise and strategies by including it as a topic at regular staff meetings.
- Nominate a member of staff or faculty to be an internal resource for LLN matters.
- Identify, promote and monitor the professional development options (accredited and non-accredited) that are available and offered to staff.
- Collaborate – for example team teaching with a teacher / trainer and a LLN specialist.

LLN specialists know a great deal about the acquisition and function of language skills, developmental issues in learning and learning difficulties, but cannot know about the intricacies of every vocational area.

Vocational teachers, trainers and assessors know their vocational area, Training Packages and courses, and how that applies in an industry setting, but may have limited LLN expertise.

In a large RTO these groups may never meet or have the opportunity to share their experiences and skills as budgets and organisational structures may divide them. In a small RTO the two skills sets may need to be held by the same person, or collaborative arrangements between RTOs may need to be established to produce a ‘team’ that collectively has the necessary vocational and LLN skills.

Moderation is a process where teachers, trainers and assessors within or across organisations gather to discuss assessment tools and procedures to ensure that the principles of fair, flexible, valid, reliable and sufficient assessment are observed. Moderation is an excellent activity for quality monitoring and benchmarking, for professional development and professional networking. By engaging in or offering these opportunities you ensure that you and other teachers, trainers and assessors are not being ‘too tough’ or ‘too lenient’ about LLN in your / their practice.

Short, sharp focused sessions about the appropriateness or otherwise of the LLN demands in an assessment task or models of effective LLN training content will assist you and others to solve practice problems.

A number of useful reports about the way in which collaborative professional development has resulted in organisational change relating to LLN can be found by typing ‘LLN’ into the ‘Search’ box in the [VOCED database](#).

The [Australian Flexible Learning Framework](#) provides the vocational education and training system with e-learning skills, professional development opportunities, products, resources and support networks. There are a number of projects showcasing effective LLN strategies.

The [Workplace Trainer \(literacy and numeracy\) Toolbox](#) provides online professional development programs and associated resources for teachers, trainers or assessors supporting learners with literacy and numeracy needs in the VET sector at AQF Level II.



## Tip 6: Applying LLN skills in the workplace



### Case Study

Paul started a hairdressing apprenticeship. He was pleased to find that he'd been able to move on from full time floor sweeping and coffee making to washing hair and assisting the colourist in the salon. But his mind went temporarily blank when Toby asked, 'Can you mix the bleach 2 to 3 please for these foils?'

Paul knew that Toby was referring to fractions but he just wasn't sure what to do next. Stephan, the second year apprentice beckoned him over. 'It's 2 parts bleach to 3 parts base cream – 5 parts altogether', he said. 'Oh yeah 2 / 5ths bleach; 3 / 5ths base' said Paul, suddenly recognising the fractions connection.

'Yeah', said Stephan 'that's right. Don't worry, with practice it all becomes second nature. C'mon let's do this one together.'

Learners simply can't learn a vocational skill without taking on the associated LLN practices that come with it.

Learners can't learn these practices 'at school' and then be expected to seamlessly slot them in at work. Learners need to be observing them, talking about them, 'trying' them and becoming proficient with them in the work context. For example, a learner may have done percentages, fractions and ratios at school in maths yet they may find it difficult to apply similar concepts in the workplace.

You need to ensure that LLN learning is explicit and gradual. Most of all, it needs to be real.

### Keeping it real

Different LLN skills need to be developed in different vocational areas. As a teacher or trainer you should ask yourself 'What reading, writing and maths, and other communication skills, are needed to do the job?' You then need to support the learner in developing the skills.

Like any new skill, LLN skills in the workplace are developed through practice and trial and error.

It is important that you don't make the learner feel inadequate or 'shamed' if they need more than one go at getting a skill right. A safe-fail, rather than fail-safe approach can be beneficial.



### Templates

**Template 3: Gathering information on LLN aspects of communication in the workplace. Page 72.**

**Template 4: Gathering information on LLN communication modes to develop assessment questions. Page 74.**

The Taking the Lead website includes tips for industry and tips for trainers and assessors. [Tip 2 'What's workplace literacy?'](#) contains useful information.

(This resource references the NRS and not the current ACSF.)



## Tip 7: Locating LLN in Training Package units of competency or accredited course modules

LLN units are beginning to appear as electives in Training Packages. When a need for LLN assistance has been identified prior to enrolment these electives provide another option to maximise learner achievement.

There are number of key aspects to the integration of 'real LLN' into vocational training:

- understanding the relevant LLN for each qualification or accredited course through detailed analysis
- determining the levels of complexity for this LLN
- using the information about LLN content and complexity to design training and assessment.

In order to be able to develop an effective training plan and to assess LLN appropriately, you must know exactly what LLN content you are assessing.

In stand-alone LLN accredited courses such as the suite of Queensland Courses in Vocational Literacy and Vocational Numeracy, LLN content is explicit in the learning outcomes. Modules concentrate on life skills, speaking, listening, strategies to improve spelling, good sentence and paragraph writing, and basic computer skills.

However, in Training Packages, the LLN content is integrated into the vocational competencies. Advice to Training Package developers about how to integrate LLN into units suggests that these skills:

- should be placed in context
- should only include those skills actually required for successful performance of work tasks
- could be included within elements, performance criteria, or in the range statement or evidence guide, depending on how the skills relate to workplace tasks.

Consequently some **unit titles** clearly show that the entire unit involves the practical use of LLN skills in the workplace, such as in the TL107 Transport and Logistics Training Package units:

- **TLIE507C:** Carry out basic workplace calculations
- **TLIE407C:** Prepare workplace documents.

But in other units the LLN content appears in the **performance criteria and evidence guide**, such as in the WRFO4 Floristry Training Package unit:

- **WRFO306B:** Apply product knowledge to meet customer needs.

Often, successful performance of an industry competency will depend on specific LLN skills. The reading or writing or numeracy or speaking or listening are 'how' people interact / learn / work so the learner needs to be able to complete these components as **part of the task** rather than as 'add-ons'.

Where the LLN skills have been explicitly stated in any unit or element of competence, there is an expectation that these skills need to be developed by the learner and assessed accordingly.

Issues of **safety, compliance and licensing** are also significant reasons for requiring a level of English language competence. For example, in the PRMO4 Asset Maintenance Training Package unit of competency PRMPFES03C: Safely move materials and loads in the workplace, LLN skills are required to 'understand and comply with work instructions', 'interpret safety signs' and 'read and comprehend instructions.'

Unpacking LLN from units of competency is the focus of several excellent guides and publications. General and industry specific examples of how to do this can be found in:

**Built in not bolted on** – a basic introduction to LLN in Training Packages.

**Innovation and Business Skills website** – support materials to assist trainers to complete the elective unit TAE401A Address adult language, literacy and numeracy skills, from the TAE401 Training and Education Training Package.

**Construction, Plumbing and Services Industry Skills Council** - resources to assist trainers and assessors to analyse LLN requirements in the CPCo8 Construction, Plumbing and Services Integrated Framework Training Package.

**Service Skills Australia's Taking the Lead** - tips for Trainers and Assessors. (This resource references the NRS and not the current ACSF.)

### LLN scan by job task

One of the best ways you can unpack LLN from a unit or set of units is to cluster competencies in a natural way around a task on-the-job.

Think about the whole job and the individual job tasks a learner will be doing on-the-job to develop skills and demonstrate competence to gain the qualification or skill set. As you think about the job, try to uncover all the different LLN skills the learner will be using to develop and demonstrate competence.



## Unpacking a single unit

Here is a short example of how to locate LLN in a single unit of competency (from a unit from the CPCo8 Construction, Plumbing and Services Integrated Framework Training Package).

1. **Examine** the unit CPCCSC2002A Erect and dismantle basic scaffolding from the Certificate III in Scaffolding within the CPCo8 Construction, Plumbing and Services Integrated Framework (access the full unit via the [National Training Information Service](#)).

This unit specifies the competency required to erect and dismantle a range of modular scaffolding systems to provide work platforms for construction purposes.

2. **Note** that though the unit title indicates this is not a central LLN unit, the performance criteria, range statement and evidence guide all provide clear examples of the types of LLN expectations of the unit. In this unit the Range Statement is very specific.

3. **Analyse** the Range Statement for the possible information sources that would be required to be accessed and types of communication demonstrated by the learner. LLN skills of the CPCo8 Construction, Plumbing and Services Integrated Framework the Range Statement include:

- communications are to include but not be limited to verbal and visual instructions and fault reporting and may include mobile phone, site specific instructions, written instructions, plans or instructions related to job / task, two way radio and hand signals
- on-site meeting processes may include notification / scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues

- information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules / plans / specifications, work bulletins, memos, material safety data sheets (MSDS), diagrams or sketches
  - safe work procedures related to erecting and dismantling modular scaffolding
  - regulatory / legislative requirements pertaining to erecting and dismantling modular scaffolding
  - engineers' design specifications / manufacturers' specifications and instructions where specified
  - organisation work specifications and requirements
  - instructions issued by authorised organisational or external personnel
  - relevant Australian Standards.
4. **Divide** these skills into the four main LLN categories – or macro skills of reading, writing, oral communication and numeracy.

Unit of competency	Reading	Writing	Oral Communication	Numeracy
CPCCSC2002A Erect and dismantle basic scaffolding	<p>Schedules / plans / specifications, work bulletins, memos, material safety data sheets (MSDS), diagrams or sketches</p> <p>Signage and scaffold tags</p> <p>Australian Standards – QLD Codes of Practice</p> <p>Inspection checklists</p> <p>Specific technical terms</p>	<p>Notes at meetings</p> <p>Adjustment to work specs</p> <p>Handover certificates</p>	<p>Listen to instructions</p> <p>Contribute to task discussions (time / place / purpose)</p> <p>Use mobile phone or two way radio to receive and send information</p> <p>Communicate with other team members about job tasks (verbal or hand signals)</p> <p>Using specific technical terms</p>	<p>Interpret diagrams and technical specifications and plans to do with job task</p> <p>Use practical knowledge of angles, measurement, skills loads and capacity, and impact forces</p> <p>Language of maths - length, height, weight</p> <p>Manage time</p>

5. **Investigate** some of the key workplace documents that are listed in the unit.

For example, on examination of the term ‘Australian Standards’ we find that the document that learners would need to read is the *Queensland: Scaffolding Codes of Practice 2009*. This document includes diagrams, load specifications and technical language.

Examination of this unit shows its clear and firm links to Occupational Health and Safety and the *Workplace Health and Safety Act 1995*.

The relevant Codes of Practice for the Queensland construction industry can be found on the [Queensland Department of Justice and Attorney General website](#).

[\*Workplace Health and Safety Act 1995\*](#)

6. **Examine** the specific documents and add specificity to some of the LLN skills in the category list.

For example, there is a lot of specific technical vocabulary that relates to the equipment and processes for erecting scaffolding e.g. gin wheels, cantilevers, needles, spurs etc. This will be new and similar to learning a new language.

By looking in more detail at the *Codes of Practice*, additional information is found to add to the numeracy requirements from the section on dead and live loads in the General Design information. This requires a complex understanding of weight: of scaffold structure and components, as well as the weight of persons; the weight of materials and debris; the weight of tools and equipment; and impact forces.

The appendices of the *Codes* contain examples of two workplace related documents that scaffolders would need to read and complete - Appendix 2 - Inspection Checklist and Appendix 5 - Scaffold handover certificate: Scaffold over 4 metres.

7. **Add** detail to each of the macro skills columns of the LLN analysis.

As you examine the Training Package units of competency or accredited course modules and the types of on-the-job documentation you will begin to develop a comprehensive set of LLN information.

Depending upon your industry currency, you may need to discuss the practical use of all these skills on-the-job with other trainers and with industry people and enterprises. The more of an industry perspective you can get, the more complete your LLN information will be.

8. Next you need to work out the **level of difficulty** of each of the skills.



## Tips

**Tip8: The ACSF and LLN levels.**  
Page 30.

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## Templates

**Template 1: Analysis of LLN macro skills.**  
Page 69.

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## Tip 8: The ACSF and LLN levels

Once you have established a list of LLN activities from analysis of the Training Package unit of competency or accredited course modules, you'll need to give these activities a level of difficulty. This enables consistent and meaningful judgements about the level of reading, writing, oral communication and numeracy in the qualification or course to be made.

The nationally recognised scale for indicating LLN in VET is the ACSF: a mechanism for reporting adult English LLN indicators of competence. The ACSF provides a means of commenting on five different levels of complexity (level 1, least difficult to level 5, most difficult) across the different macro skills of reading, writing, oral communication, numeracy and learning.



### Information sheets

**Information sheet 2: Identifying the LLN skills of the learner.**  
**Page 65.**

A qualification or course cannot have an overall ACSF level of complexity. Complexity may vary between the different macro skills. For example, in the unit CPCCSC2002A Erect and dismantle basic scaffolding, from the CPCo8 Construction, Plumbing and Services Integrated Framework, there is limited writing at level 2 (basic workplace notes and filling out checklists) but high levels of numeracy at level 4 (use a range of algebraic formulae and calculating tools to solve work-based problems).

The full use of the ACSF requires specialist knowledge and experience in the areas of LLN acquisition and application. If you are a vocational trainer you may benefit from an overview session with a LLN specialist who can explain the basic concepts and practical use of the tools in this resource.

## Defining the levels for each LLN activity

1. Examine the ACSF levels and make an estimation of the level of each macro skill task. When determining approximate LLN levels, you'll need look separately at each of the macro skills – reading, writing, oral communication and numeracy.



### Tips

**Tip 7: Locating LLN in Training Package units of competency or accredited course modules.**  
**Page 25.**



### Resources

**Resources: Legislation, policy and guidelines.** [Australian Core Skills Framework website](#)

Examine the list from each macro skill and decide which tasks are the most difficult before going on to consider the complexity and to assign levels for that qualification. In many cases it will be obvious which tasks are more difficult. But it may be worth checking these thoughts with a couple of workers from industry who can give a 'grassroots' perspective.

For example, a vocational trainer of scaffolding has come up with the following items for reading: read safety signs and symbols; read own time sheets; read work plans and technical specifications and excerpts from the *QLD Codes of Practice*. The first two tasks involving signs and timesheets are likely to be less difficult, especially over time, as the learner will become familiar with the texts.

The third example could require that learners be able to find different bits of information in the *Code* throughout their training and work. While they will certainly become familiar with the language and the type of text, the details will be different. In this case, the third task is the more difficult.

You should decide which task from each macro skills list you think is the most difficult. It is the level of this task that is important for determining the level for each macro skill in the course or qualification.

Unit of competency	Reading	Writing	Oral Communication	Numeracy
CPCSC2002A Erect and dismantle basic scaffolding	<p>Schedules / plans / specifications, work bulletins, memos, material safety data sheets (MSDS), diagrams or sketches</p> <p>Specific technical terms</p> <p>Signage and scaffold tags</p> <p>Australian Standards – QLD Codes of Practice</p> <p>Inspection checklists</p>	<p>Notes at meetings</p> <p>Adjustment to work specs</p> <p>Handover certificates</p>	<p>Listen to instructions</p> <p>Contribute to task discussions (time / place / purpose)</p> <p>Use mobile phone or two way radio to receive and send information</p> <p>Communicate with other team members about job tasks (verbal or hand signals)</p> <p>Using specific technical terms</p>	<p>Interpret diagrams and technical specifications and plans to do with job task</p> <p>Use practical knowledge of angles and measurement skills</p> <p>Loads and capacity and impact forces</p> <p>Language of maths - length, height, weight</p> <p>Manage time</p>

2. **Assign approximate LLN levels to each macro skill.** When you have decided on the most difficult tasks in each of reading, writing, oral communication and numeracy, assign a complexity level to each task. This step needs to be carefully considered. Talk it over with other training colleagues before finalising your opinion.



## Information sheets

**Information sheet 1: Complexity in LLN. Page 63.**

The example below, from scaffolding, works through this process, from finding the most difficult task to assigning levels of complexity for the unit.

CPCSC2002A Erect and dismantle basic scaffolding		
Macro skill	Most difficult task	ACSF level
Reading	Codes of Practice	3
	Technical specifications	4
Writing	Handover certificates	2
Oral communication	Listening for instructions	2
	Using specific technical terms	3
Numeracy	Calculating loads and forces	4

Remember, the decisions you make about which tasks are the most difficult and the levels you assign them are approximations only. They do not represent definitive statements about either the qualification or the ACSF. To have reliable ACSF levels assigned you will need to consult a specialist in the LLN field.

This analysis of difficulty is useful in that it will assist you in identifying possible skills gaps in your learners' skills and to incorporate skills development and support in your training. Before you do this, you need to be aware of the skills of your learners.



## Tips

**Tip 9: Identifying LLN skills of the learner. Page 33.**

**Tip 10: Inclusive assessment. Page 36.**



## Tip 9: Identifying LLN skills of the learner

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

Working out the LLN skills of a learner requires some form of appraisal, not necessarily formal or test based. Deciding on the purpose for the appraisal will assist you to choose the most suitable options.

Effective working relationships are essential. Whether you are a teacher, trainer or assessor, a LLN specialists, a manager or learning support officer, working together will provide the best outcome for the learner.

If the identification of the LLN skills level of the learner is:

- for a **formal purpose** such as identifying **pre-requisite skills for entry into a course** or for **'sign-off' of competence for licensing or regulatory purposes** then a test or exam may be required. You should seek guidance from Training Package assessment guidelines and course accreditation documentation
- to **check learner progress against required standards** and to identify **any LLN weaknesses or 'skill gaps'** that may need to be developed then informal interview or project based assessments can be made. You will need to judge this on an ongoing basis as part of the teaching and learning cycle
- to **provide an assessment pathway to a qualification (RPL), or assessment of current competency** then you will need to consider combinations of formal and informal assessment.

### Using written tests

For some Training Package qualifications and accredited courses there are specific entry requirements.

This may result in the use of entrance tests or pre-course tests that are designed to 'weed out' candidates that do not have the required LLN underpinning skills to fulfil safety requirements for 'on-the-job' training or to complete a training program.

There are generic commercial literacy tests on the market. However, many of these are directed at schools, and are used to test the developmental language learning of children.

Generic 'one size fits all' LLN identification tools to assign 'language and literacy levels' are meaningless unless the results are linked to the learner's specific training and assessment objectives.

Written tests cannot duplicate the complex conditions in which LLN takes place in the workplace. They are however an economical method and when carefully constructed and delivered can provide you with valuable information.

Where an appraisal of the learner's LLN skills is conducted in VET it should be made in relation to the LLN content of either an accredited course or a Training Package qualification.

Before you use a particular test or indicator tool ask:

- Is the LLN content based on real workplace examples and texts?
- Has the LLN content been checked with a selection of industry members from the particular vocational area?
- Have the language demands of the test or indicator tool itself been examined to see if they allow the candidate to perform to the best of their ability?
- Have you trialled the test items to see if you get the kind of answers you expect to the questions?
- Is it possible to make required adjustments?



## Information sheets

**Information sheet 2: Identify the LLN skills of the learner.**  
**Page 65.**

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### When written tests don't work

There are many instances where a formal written LLN test at training, or prior to the beginning of training, could pose significant disadvantage to the participants. Indigenous people, disenfranchised youth and women returning to study are just some groups who often under-perform in formal written tests. However there can be a range of informal tasks that will encourage a written response.



## Case study

A training provider has been contracted to deliver a range of vocational competencies in community health and justice to Indigenous learners in a regional community setting. The provider is concerned about the literacy and numeracy levels of the learners and wants to get a clear picture of their skill level to pitch the training correctly for the group.

The RTO has some screening ‘tools’ which have been used in previous training situations. However these are written tests and community representatives have some concerns about how the process will be received by the learners.

Given the cultural sensitivities this group has to ‘tests’, a written LLN screening process would be entirely inappropriate. The elders have told the RTO that to ask learners to sit a written test prior to training would most likely result in ‘shaming’ and put the entire program at risk.

The RTO decides to collect the information required in another way. They hold small informal meetings with elders, local health workers and representatives from the local school to gather information. They find that the elders have concerns about literacy levels in the community but feel learners will cope with the numeracy demands of the course. Health workers report that they help many community members with understanding the medical texts, records and referral letters associated with their health and welfare. The school representative reports that a large percentage of this community succeeded in schooling beyond year 9 in the 10 years he has been teaching in the community. This is documented as part of identifying learner needs.

From this investigation the RTO decides that a significant proportion of the group is likely to be under-confident in the reading and writing tasks associated with the training. They carefully examine their materials for any excessive demands, refocus the training to include more practical sessions, and redesign assessment tasks around locally appropriate scenarios, practical demonstration, and more culturally appropriate methods of collecting evidence through formative and informal observation assessment.

## Tip 10: Inclusive assessment

There is an old saying ‘You don’t fatten a cow by weighing it’. That is, the result of an assessment of any kind is only worthwhile if you do something useful with it – there needs to be some intervention that results in improvement.

In the case of a LLN screening test, do you have a business model that includes provision for all learners? Do you have specific LLN skills development courses that you can recommend to those who are not of the required standard to help them develop the missing skills? If you cannot provide an in-house solution, can you refer them to someone who can?

Unless a course has stated LLN pre-requisites it is more likely that any LLN pre- assessment will act as a **support indicator** – an assessment to scope the learner’s LLN skills and identify areas needing improvement.

Once a learner is placed in a training program you may get them to undertake some form of **diagnostic assessment** at the beginning of the teaching / learning cycle. This type of assessment will provide you with an understanding of the prior knowledge and skills that a learner brings to a unit of study. This form of assessment can also provide you with information about the strengths and specific learning needs of an individual or groups of learners. The results of a diagnostic assessment can identify:

- what existing knowledge, skills, attitudes, interests, and / or needs a learner has already
- the range of individual differences within a group of learners
- what program plans and / or modifications are required to meet the needs of individuals or groups of learners.

This form of assessment is usually informal and project based and may simply involve the learner being observed completing a practical task and then discussing it afterwards. You can then evaluate each learner’s performance and make adjustments to the training plan based on this process.

Most people need LLN support when they are learning in new contexts. In most cases this support can be provided as part of the training program. But in some cases learners will be identified who need additional help. Support is best given within the context of the vocational content. You should avoid as far as possible, providing learner support that stigmatises the learner as having deficit skills.




## Tips

**Tip 13: Support services.**  
**Page 48.**

### Literacy support for Indigenous VET students: Good practice guide

This guide aims to assist teachers and trainers by providing a set of ‘good practice’ strategies for designing effective literacy and numeracy programs for Indigenous VET learners, and for building effective literacy and numeracy support into existing VET courses. These strategies can be used with all VET learners.



**Formative assessment** is an ongoing collection of information about learner progress. It enables teachers, trainers and assessors to track, support and guide learner's continuous progress and improvement towards the expectations of the unit or course assessment expectations. This ongoing assessment determines what the learner knows, is able to do and can apply, and points to the next steps for teaching and learning.

Formative assessment is conducted throughout teaching and learning to:

- keep everyone focused on the purpose of the lesson / activity / unit / program
- provide information about the progress being made
- determine the effectiveness of instruction in helping the learner to achieve the purpose.

It includes the collection of samples of learner's work, and observations by teachers, trainers, other learners, workplace supervisors or mentors. Multiple forms of evidence build a 'competence portfolio' that can be used as part of summative assessment.



#### Case study

Jamal was really pleased that his second go at writing an OH and S incident report was better than his first. His teacher had explained that sometimes it was better to put information into a series of dot points so that it was easier for someone to read and understand. On his second go at the task he had used dot points and he could see it did make the result much clearer. He'd only ever written stories and essays at school and hadn't liked that much. He was pleased to learn a new way of writing down information.

**Summative assessment** occurs at the end of a period of learning. It is often used in combination with data from formative assessment and provides the learner with opportunities to demonstrate their achievement against competency standards in a Training Package qualification or accredited courses.

When it comes to LLN skills within a vocational course, these should be assessed in context as the vocational skill is assessed.

It is important that the LLN requirements of an assessment are not more complex than is required by the competencies.

## Assessment for licensing purposes

It is often the case that ‘testing’ associated with assessments for licensing will include LLN demands that are harder than those required on-the-job, for example having to write essays.

For learners from non-English speaking backgrounds (which include learners who are Deaf or hard of hearing), learners with learning difficulties, and those unused to the format of multiple choice questions, they will need to be introduced to this assessment method and assisted to understand it.

In some cases you should consider what adjustments could be made so that learners can answer questions verbally rather than write the answers down. But where this is not offered by a licensing agency then plenty of ‘assessment method’ practice time should be factored into their training.



### Checklists

**Checklist 3: LLN Observation Checklist. Page 59.**

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The Workplace Trainer (literacy and numeracy) Toolbox provides online professional development programs and associated resources for teachers, trainers or assessors supporting learners with literacy and numeracy needs in the VET sector at AQF Level II.



## Tip 11: Assessment as a pathway to a qualification

When you assess a candidate's evidence for recognition of prior learning (RPL) diagnostic and formative methods should be combined to arrive at a summative decision i.e. does the candidate have the full set of competencies required for the formal issue of a qualification or statement of attainment, or do they need some gap training?

You may use a number of methods to collect evidence. These include: observing practical demonstrations in the workplace; conducting an assessment interview or competency conversation, and examination of third party reports, references and support material. You should also take account of a variety of materials including training certificates, photos of work examples, a resume, or performance reviews.

LLN has an important yet somewhat tricky part to play in RPL assessments. In order to assess fairly you need a realistic knowledge of the role LLN skills play in both the competency being assessed and its practical nature in the workplace. Information about when attention to LLN matters, such as when a particular form of writing is needed or when accuracy with calculations is required, must be clearly provided prior to assessment. You should ensure that 'over inflated' notions of what is required are excluded. Such as, expecting perfect spelling when the person only ever needs to write short notes or accurate paper based maths skills when all that is needed is 'in the head' estimations.

With RPL assessment the evidence in most cases is 'wild evidence' that is not necessarily directly linked to competencies or performance criteria. It therefore becomes a question of being fully informed of what the LLN requirements of the qualification or competencies are and being able to relate this to the job role and the evidence you are collecting.

In most cases of RPL assessment you will not have any prior experience of the candidate as a learner, as would be the case with a teacher, trainer and assessor delivering VET. This means you will not be aware of any difficulties the candidate might have. Accordingly, you need to be prepared to be flexible about how you assess and careful to apply the appropriate LLN demands to the assessment.



## Case study

Shelley had a string of part-time retail jobs prior to the birth of her son eight years ago. Since then she's not had a paying job but has been involved in numerous fund raising projects for her local school and her son's junior footy club. She wanted to get a part-time job that fitted with her son's schooling, and thought that office work would possibly offer the best means of doing this. As she has not had any experience in this type of work she was worried that this may prove difficult. She knew there were things she'd have to do and learn but she didn't know what they were. She contacted her local training organisation and made an appointment with Gerard the course advisor.

Gerard looked over her list of past employment and the skills she had gained from her fundraising and chatted to her about her goals. He said, 'Tell me a bit more about the sausage and pie stall at the football on Sundays, the way you bought all the food and organised people to be on the stall.'

Shelley began to talk through all the things she'd done: putting together a roster; making a food-purchasing list; dealing with all of the money; doing the banking; having to speak at the football club AGM. As she spoke Gerard made notes and asked her more questions. When she had finished he said, 'Those are all real skills, Shelley. If we present the evidence you've given me today with a bit of extra evidence from the footy club committee and some others who know your work, I think you would be able to apply for assessment for recognition of prior learning of a couple of units from our Business Administration course. Being able to add a qualification like that to your CV will help your chances of getting a job.'

Shelley was delighted that the past eight years had not been wasted time and that the skills she had developed would now count towards something. She left the centre with a RPL guide feeling 'back in the main game'.



## Resources

**Resources: General VET Skilling Solutions Queensland has a number of key RPL resources available to RTOs**



## Effective questioning

You should structure your questions carefully in a competency conversation to gather information about underpinning knowledge and skills and particularly, 'contingency' based information.

Remember, it is important that you check the LLN skills that are really needed to do the work and not have expectations that are higher than the competencies themselves.



For example, if an assessor is asking a candidate about dead and live load calculations (from the unit CPCSC2002A Erect and dismantle basic scaffolding from the Certificate III in Scaffolding within the CPCo8 Construction, Plumbing and Services Integrated Framework) it might include a question about when it is important to be accurate or when it is acceptable to be approximate with an estimation.

It is important to remember that Australian colloquialisms such as ‘in the ball park’ or ‘spot on’ may well make sense to candidates from an English speaking background but may confuse someone from a non-English speaking background. Judgement must be used about how formal or informal the language needs to be, based on the candidate’s background and experience.



### Case study

Assessor: ‘So thinking of live loads now - tell me a bit about how you work out how many people can go up on a platform? The weight limits.’

Candidate: ‘Well, I always compare it to myself. I weigh 63 kilos. So I estimate the total weight from comparing myself to the others. You know, fellas bigger or smaller than me. Say I’m 63 kilos, my workmate’s 80 kilos and then a site inspector is 75 that’d be how much weight in total. About 220 kilos.’

Assessor: ‘Does that have to be exact?’

Candidate: ‘Well no, not to the last gram or anything with the live loads but you’ve got to consider the weight of both dead and live loads, the men and then the tools and stuff, and be within the load limits or the whole thing might come down.’

Assessor: ‘OK. So just thinking more about using maths skills on-the-job, can you tell me an example of where you need to be really exact with your calculations?’

Candidate: ‘Yeah. That’d be when you are looking at the plans and working out your heights and lengths. If you don’t get that right you don’t get the right amount of scaffolding rig together. And you can’t make too many compromises or the whole job could go wrong from the beginning.’



## Templates

**Template 2: An oral assessment template. Page 70.**

**Template 3: Gathering information on LLN aspects of communication in the workplace. Page 72.**

**Template 4: Gathering information on LLN communication modes to develop assessment questions. Page 74.**

A selection of RPL Assessor Kits are available free of charge from the the [Skills First website](#).

## Tip 12: Promoting effective training content and delivery

When teachers, trainers and assessors understand a little more about the types of LLN tasks and levels essential to vocational competence, it can come as quite a surprise to find that their own training methods and materials are often inappropriate.

Training methods are often developed along an academic or textbook-type model, often unrelated to the LLN that is embedded in workplace performance.

Some learners may experience difficulties undertaking training and assessment using these methods. Learners in training programs may then drop out of a course of study, or candidates for RPL assessment may make a complaint that they were not assessed fairly.

By selecting or developing training and assessment methods that avoid such problems in the first place, the risk of withdrawals and complaints is removed.

Evaluating training methods and materials will help you to provide fairer and more appropriate LLN in training, and to the consistency that the AQTF demands.

Research by state and national vocational training bodies indicates that any LLN associated with vocational training is best delivered within the context of that training wherever possible. This is because all vocational learners will be developing LLN skills as they take on vocational competence.

Strong relationships built between teachers, trainers and assessors and LLN specialists will lead to more effective working relationships and a better outcome for the learner.

Remember the three steps referred to in 'The Crux of the Matter', Page 7 of this resource: Balance the LLN demands of a TP unit of competency or accredited course module with the LLN requirements of the training specification and the LLN skills of the learner.

### 1. Consider the demographic profile of the learner group.



#### Tips

**Tip2: Addressing access and equity issues. Page 18.**

What is known about their past educational experience? Do all learners speak English as their first language? Have all learners had recent and or positive experiences of learning? How might this be found out in an appropriate way?

Examine any information gained through the enrolment process or any informal diagnostic assessments done as an introduction to the training program.

What impressions of each learner's LLN competence do you have?

### 2. Consider the LLN requirements from a unit or unit cluster that are the basis for the training.



#### Tips

**Tip 7: Locating LLN in Training Package units of competency or accredited course modules. Page 25.**

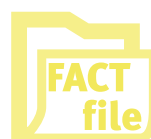
**Tip 8: The ACSF and LLN levels. Page 30.**

### 3. Gather together all the materials currently used in training and assessment.

You should make notes about the different methods being used, looking out for the communication demands of the training, reading and writing tasks and numeracy expectations of the delivery.

There may be several versions of materials used in different contexts and in most cases they will have more than one delivery method. It is also important that you note down the way in which the learner uses the materials. Do they work independently or with the help of co-workers, supervisors or teachers / trainers? Is the material used with peers or in one-to-one training? These conditions of use will affect the level of complexity of LLN in the tasks.

Consider the following examples gathered together by one teacher / trainer about a particular training area. You can then use the template provided to note down the training activities and resources from your own training.



## Templates

**Template 2: An oral assessment template.**  
Page 70.

Training and / or assessment activity	Conditions of activity	Macro skills used	Approx ACSF Levels
Training books	Independent / self- paced	Reading Numeracy	3-5
Face-to-face sessions	With trainer and peers	Speaking Listening	3
Taking notes	Peers	Writing	2-4
Practical demonstration	Instructor support	Speaking Listening	2-3
Research	Independent	Reading	2-4
Oral instruction off job	Trainer	Speaking Listening	3-5
Oral instruction on job	Work supervisor	Speaking Listening	3
Written assignment	Independent	Speaking Listening	3-4
Multiple choice exam	Independent	Writing Reading	3-4
Written short answers	Independent	Reading Writing	3-5
Giving oral presentation	With peers	Speaking Listening	3-4

#### 4. Determine approximate LLN levels of the training or assessment activity.

You shouldn't assume that all training materials will require the same level of reading ability.

Some training materials use plain English principles and avoid jargon. Others are supplementary resource materials with detailed, complex information written in jargon that can be quite inaccessible to the newcomer. In some cases you may need to make a broad estimate.

The examples in the information sheet and template noted below do not necessarily reflect the level of training materials used in your course / qualification but are there to help you to think about the level of LLN difficulty of training.



#### Information sheets

Information sheet 1: Complexity in LLN. Page 63.

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#### Templates

Template 3: Gathering information on LLN aspects of communication in the workplace. Page 72.

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#### 5. Compare the levels and types of LLN found in the unit of competency / on-the-job with those found in the training and assessment analysis.

This part of the exercise can be a great surprise to trainers.

Traditional written assessment can focus on school / university type LLN skills and can be unrelated to VET. Asking a learner to write about how a task is done not only requires more LLN skills than the job task, it also fails to provide valid evidence that the learner can demonstrate the actual competency.

As far as possible, you should match the LLN that learners need to use in training and assessment with the type and level found in the job. Excessive training demands create excessive support issues for learners and more work for everyone.



#### Tips

Tip 7: Locating LLN in Training Package units of competency or accredited course modules. Page 25.

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Tip8: The ACSF and LLN levels. Page 30.

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## 6. Redesign materials and assessment items found to have inappropriate LLN.

It is unreasonable to demand that all learners doing your course have a LLN skill level well beyond the job they are training for. A range of modes and methods of training and assessment should be provided to avoid creating unnecessary obstacles.

Assessment tools must be designed to reflect the LLN competencies required for the performance of a task in the workplace and not exceed these expectations.

Redesigning materials and assessment may seem time-consuming at first but not as time-consuming as providing one-to-one support to learners who would otherwise cope with your course.

In the examples below the vocational competence was shown in the LLN scan to have reading and writing tasks at one level but to have LLN demands of training and assessment clearly beyond this. The trainer devised alternative training and assessment methods that addressed the same underpinning knowledge but did not disadvantage learners who were not strong readers or confident at essay style writing.



### Resources

**Resources: Inclusive practices.**  
Universal Design checklist.

### Training example

Learner work booklets with the Queensland Scaffolding Code of Practice and the Workplace Health and Safety Act 1995 included in them, were distributed to give learners the underpinning knowledge and skills needed to gain the competencies in basic scaffolding. They included large amounts of written information about the technical and safety requirements of erecting and dismantling scaffolding.

The booklets contained a series of short answer questions.

After comparing the demands of the vocational competencies and the industry, trainers found that the LLN demands in accessing the information independently in this format were much higher than those demanded in the industry, e.g.:

- reading demands on-the-job – simple or supported by a supervisor or workplace mentor
- reading demands of the training materials – unfamiliar to challenging and not supported.

As a result of the investigation, alternative versions of the training materials were prepared. This included a substantial culling of the material to reduce both the volume and complexity. Plain English and Universal Design Principles were used.

A PowerPoint presentation was produced with photos from a worksite showing key information.

The RTO then produced an audio resource of workers discussing key OH and S issues as they undertook their scaffolding work. This allowed learners to both see and hear the information which supplemented and reinforced the written materials. Learners could then replay sections as needed and were thus supported in overcoming difficulties they encountered with the text.

## Assessment example

A test on pole splicing methods for scaffolding included 25 multiple choice questions and short answer questions based on the content of the learner workbook distributed at the beginning of the course. Learners had 40 minutes to complete the test in exam conditions.

After comparing the LLN demands of the vocational competence with those of the assessment task, the trainer found that the type of writing skill and the context of assessment were not in keeping with the types of LLN tasks and the level of LLN tasks found in the vocational competence or found on-the-job, e.g:

- reading and language demands on-the-job – simple
- reading and language demands of the assessment task – unfamiliar and challenging.

As a result of this investigation the assessment task was altered, requiring the learner to:

- demonstrate knowledge of three pole splicing techniques including related OH and S
- provide orally to the assessor considerations associated with the techniques, in a simulated workplace.

This alternative assessment allowed for a greater range of learners to demonstrate competence and was more closely aligned to work practice.

## 7. Provide models for observation and practice.

In many ways, LLN are the most powerful elements underpinning successful work practice, often hidden by the more obvious ‘technical’ aspects of each vocation. A successful teacher / trainer will ensure that this LLN infrastructure is available to every learner.

All vocational learners need the opportunity to observe and practice the LLN skills that are part of vocational competence. It is not enough to assume that these vital underpinning skills develop as a matter of course during technical or practical training.

You can help learners develop their LLN skills through:

- demonstrating and modelling the use of LLN in the workplace
- creating realistic practice opportunities in real or simulated work environments
- ‘pre-teaching’ the use of workplace documents .

For example, to assist reading and using forms and simple workplace documents you can:

- use models of the forms that learners will face on-the-job in training (blank forms and a range of completed forms with different information)
- explain how the form works (its key points, purpose) to ensure that learners will recognise key features when the form changes or they change workplaces
- step learners through the process of filling out the form
- pick up on difficulties any individual is having with the form – reading or writing
- give opportunities for practical activities with support
- give opportunities for independent practice.

Remember that collaboration with LLN specialists can assist you to get the best outcome for the learner.

## Tip 13: Support services



### Case study

‘Welcome to Maintain Financial Records’ said Cheryl. ‘This will be your workbook for this unit’.

Ben took one look at the pages of numbers and grids and felt a sinking feeling in his stomach, ‘Oh no maths! I haven’t done this since year 10. I’m no good at it’, he thought.

‘Remember,’ said Cheryl, ‘we’ll take this easy. I can see from some faces that you are unsure about how all this maths fits into your auto mechanics course. I’m just going to jot up here Jeff’s email from Learning Support Services. He’s there to help you at any time. You just make an appointment that suits you.’

Ben remembered Jeff talking at the start of the year orientation meeting. He seemed a reasonable bloke. Ben quickly copied the email address down and caught sight of several others in the class doing the same.

‘Righto’ said Cheryl ‘let’s see how all these numbers are going to help you to keep the boss happy’.

Your RTO will need to decide how best to provide LLN support to learners.

Sometimes resource and time constraints mean that support is only available at set times.

Often, additional LLN support, is thought to mean immediate segregation of the learner for specialist assistance. However it is well known that the more integrated the solution, the more effective the LLN support is likely to be. Segregating learners has advantages and disadvantages and is only one approach to LLN support.

If a learning difficulty has been identified and an appropriate individual training plan developed, then a combination of solutions for that particular learner’s need should be put in place. This plan needs to be monitored to measure effectiveness, and adjusted if necessary.

As a rule of thumb: maximise the integration and minimise the negative impact of segregation.

Another possible model is to have a LLN expert in Student Support Services, or Learning Support unit, where learners can book in for assistance on request. However not all learners experiencing difficulties will self-select into such services.

Some RTOs overcome this by accepting that a certain percentage of their learners will be experiencing difficulty. They may have special funding arrangements in place to ensure that at least several hours a week of LLN support is provided to all vocational training areas.

Whatever the LLN support offered to learners it must be clearly and explicitly linked to the vocational program the learner is involved in.





## Possible support models

### 1. Liaison with LLN specialists

Teachers / trainers and LLN specialists liaise closely to resolve specific LLN difficulties that have been identified for one or more learners. Solutions arrived at through this method must fully integrate LLN and the vocational area. The support is delivered by the teacher / trainer as part of the vocational training. An added advantage is that the support will benefit all the learners in the group.

Each collaboration may be resolving quite different LLN issues. Each time the process is engaged in, the teacher / trainer's knowledge of LLN training and support is enhanced, improving his / her training skills into the future.

#### Issues

- It is difficult to provide very intensive support this way.
- This option relies on very good communication between the vocational teacher and the LLN specialist.

### 2. Team teaching

Close liaison between teachers / trainers and LLN and Learning Support specialists is also central to this model. But the LLN support is delivered to the whole group in a team teaching situation with both the teacher / trainer and LLN specialist present. The learners then have access to both sets of expertise as they learn. This model benefits all learners as well as both professionals through a deeper understanding of each other's role in learning.

#### Issues

- This option can be expensive to deliver but the professional development advantages should be considered in the cost benefit analysis.
- It will only be feasible when both teacher / trainer and specialist are committed to such a model.
- Care needs to be taken so that the very specific LLN needs of some learners are addressed.

### 3. Small group LLN support training delivered by a specialist

Where the LLN needs of learners are more intensive, some separate LLN training may be required. The content and delivery of this segregated training needs to be developed in close cooperation with the vocational trainer. It is very important that the learner continue in their vocational training where possible while participating in the separate LLN support at another time. It is unlikely that ceasing training to take 'time out' in segregated training will 'fix' the learner. The two skill sets need to be developing concurrently even when the sessions cannot be. The two programs need to be carefully coordinated and parallel to be effective.

#### Issues

- Learners can feel embarrassed about being identified as having LLN needs.
- Timetabling can be challenging when learners are already working and participating in full time training.
- This option can be expensive to deliver.
- Care needs to be taken to ensure LLN is vocationally contextualised.

#### 4. One-to-one LLN tuition delivered by a specialist

Where learners have very specific and intensive needs, one-to-one tuition may be necessary to support them in learning. As with small group training, integration of the separate and vocational training is essential for effectiveness. Close collaboration between the teacher / trainer and the LLN specialist will be a critical factor in learner success in both segregated LLN, and vocational training.

##### Issues

- Learners can experience isolation and low self-esteem from being singled out in this way.
- Care needs to be taken to ensure LLN is vocationally contextualised.
- This option is expensive to deliver.

#### 5. Combination approach

Ideally, a combination of approaches should be taken to provide the learner with the most appropriate blend of support.

#### Funded support models

- Integrated team teaching

The Course in Applied Vocational Study Skills (CAVSS) developed by Western Australia Department of Education and Training is a model that supports a LLN teacher and vocational trainer working together several hours a week in the vocational subject classroom.



##### Resources

**Resources: LLN programs. [CAVSS website](#)**

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- Support for vocational delivery

The suite of Queensland Courses in Vocational Literacy and Vocational Numeracy aims to provide learners engaged in vocational training (including apprentices and trainees) with any additional LLN skills they need in order to succeed in their vocational training. These courses are designed to be contextualised to individual and group needs.

For TAFE Queensland, learning support maybe provided for vocational learners in VET Revenue General funded courses through CNXLS delivery.

- Apprentices and trainees

The Queensland Department of Education and Training will fund the approved supplier for the provision of service of up to two modules per participant per financial year. LLN accredited courses and funding values are specified on the Queensland Training Information Service website.

For more information on the LLN requirements of Queensland User Choice contracts see the [Department of Education and Training website](#).

For more information contact Training Hotline on 1300 369 935.

- Support for learners in the Community Literacy Program (CLP)

The CLP forms part of the Skilling Queenslanders for Work initiative and specifically provides funding to eligible organisations to assist people with low LLN skills levels.

The CLP helps disadvantaged jobseekers develop and improve their LLN skills so that they may find work, remain in work, enrol in further education and training, or participate more fully in the workforce.

Assistance is provided in a community environment that supports the needs of adult learners through a range of strategies.

The relationships in each community employment and training program under CLP will be unique. Each partnership must collaboratively work out the best way to meet the client's LLN needs as an integral part of the delivery of the program. There is no single service delivery model and a range of LLN strategies may be offered including:

- mentoring by appropriately qualified personnel
- LLN training that is contextualised to a vocational area to enable individuals to pursue employment in their chosen field
- LLN training with qualified teachers / trainers and the assistance of tutors – both in the classroom or in a one-to-one environment.
- delivery as part of the vocational training responsibilities of the RTO
- delivery through appropriately trained staff and trained volunteers tutors by a community organisation.

Training and mentoring of voluntary literacy / numeracy tutors is available so they may assist participants to successfully undertake training and / or employment.



## Resources

**Resources: LLN programs.** For further information, access the **Community Literacy Program website**.

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## Checklist 1: AQTF / LLN compliance checklist

This checklist relates to AQTF compliance regarding LLN.

By answering the questions in the checklist, RTOs will gain a realistic sense of what they are doing well and could 'do better' regarding LLN. You may wish to share this tool with your organisation's quality manager. Clearly any 'no' answers will require rectification.

Evidence for 'yes' answers should be recorded and fully documented for AQTF compliance and auditing purposes.

AQTF Standard 1: The RTO provides quality training and assessment across all of its operations		Yes	No
Element 1.1 The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.	Do we have a mechanism in place to gather data on the LLN requirements of industry?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have a mechanism in place to gather data on learner satisfaction with the training and assessment?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have a way to gather information on learner pathways and the reasons for non-completions?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have a mechanism for documenting professional development about LLN delivered to and completed by staff?	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.2 Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry.	Are there mechanisms in place to identify the LLN within all qualifications in Training Packages / accredited courses in our scope?	<input type="checkbox"/>	<input type="checkbox"/>
	Are mechanisms in place to check that the proposed content of a training program is consistent with industry expectations?	<input type="checkbox"/>	<input type="checkbox"/>
	Are all vocational staff aware of the LLN requirements of their Training Packages / accredited courses and the implications for both assessment and training?	<input type="checkbox"/>	<input type="checkbox"/>

AQTF Standard 1: The RTO provides quality training and assessment across all of its operations		Yes	No
Element 1.3 Staff, facilities, equipment and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO's own training and assessment strategies.	Is support available for all staff to develop their knowledge about LLN in training and assessment?	<input type="checkbox"/>	<input type="checkbox"/>
	Are mechanisms in place for the sharing of knowledge about LLN between LLN specialists and vocational teachers?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have mechanisms in place to ensure consistency of approaches about LLN issues in training and assessment?	<input type="checkbox"/>	<input type="checkbox"/>
	Is LLN a consideration across our whole learning management system?	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.4 Training and assessment is delivered by trainers and assessors who:  a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and  b) have the relevant vocational competencies at least to the level being delivered or assessed, and  c) can demonstrate current industry skills directly relevant to the training / assessment being undertaken, and  d) continue to develop their Vocational Educational and Training (VET) knowledge and skills as well as their industry currency and trainer / assessor competence.	Do we know what accredited LLN credentials are available to support a professional development plan for trainers and assessors?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have mechanisms in place for continuous skills development about LLN in training and assessment across the organisation?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have a mechanism in place to document evidence of these skills across our organisation?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we know what qualifications and informal skills our trainers and assessors already have?	<input type="checkbox"/>	<input type="checkbox"/>

AQTF Standard 1: The RTO provides quality training and assessment across all of its operations		Yes	No
Element 1.5 Assessment, including Recognition of Prior Learning (RPL):  a) meets the requirements of the relevant Training Package or accredited course  b) is conducted in accordance with the principles of assessment and the rules of evidence  c) meets workplace and, where relevant, regulatory requirements  d) is systematically validated.	Do we have appropriate policy, tools and resources to assist staff in addressing LLN issues in assessment?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have mechanisms for ensuring assessment of LLN is consistent with the essential LLN of vocational competencies?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have clear steps in place to provide for LLN assessment (including validation and communication with candidates about the process)?	<input type="checkbox"/>	<input type="checkbox"/>

AQTF Standard 2: The registered training organisation adheres to principles of access and equity and maximises outcomes for its clients		Yes	No
Element 2.1 The RTO establishes the needs of clients, and delivers services to meet these needs.	Are we clear about the demographic profiles of clients and industries we service?	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.2 The RTO continuously improves client services by collecting, analysing and acting on relevant data.	Are we clear on the best methods of communicating with our client and industry groups?	<input type="checkbox"/>	<input type="checkbox"/>
	Are we clear on what type of data is 'relevant' to LLN?	<input type="checkbox"/>	<input type="checkbox"/>
	Are we clear about how data will be fed back into processes of continuous improvement?	<input type="checkbox"/>	<input type="checkbox"/>

AQTF Standard 2: The registered training organisation adheres to principles of access and equity and maximises outcomes for its clients		Yes	No
Element 2.3 Before clients enrol or enter into an agreement, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.	Do we have a set of clear, consistent messages available about support services and LLN assessment?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have a number of ways of communicating with our clients?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have ways of evaluating a client's preferred method of receiving communication and providing feedback?	<input type="checkbox"/>	<input type="checkbox"/>
	Are there alternatives in place to support culturally and linguistically diverse clients or those who would prefer to receive information in ways other than written forms?	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.4 Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.	Are all parties aware of the LLN content required 'on-the-job' and the training and assessment process? Do all parties have similar, realistic expectations?	<input type="checkbox"/>	<input type="checkbox"/>
	Are opportunities provided for trainers and assessors and learners to observe and reflect on LLN skills being used in real workplace contexts?	<input type="checkbox"/>	<input type="checkbox"/>
	Are there opportunities for our learners to practise LLN in real workplace contexts?	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.5 Learners receive training, assessment and support services that meet their individual needs.	Do both vocational and LLN staff know how to identify learners who need assistance?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have flexible support services that suit the learner?	<input type="checkbox"/>	<input type="checkbox"/>
	Are we aware of the full range of effective support models that we might offer?	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.6 Learners have timely access to current and accurate records of their participation and progress.	Is information provided to learners designed to be easy to understand?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have mechanisms in place to support learners with queries about results or who need counselling as a result of failure to progress?	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.7 The RTO provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.	Is our appeals system based only on a learner making a written complaint?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have a range of ways in which we receive information from learners?	<input type="checkbox"/>	<input type="checkbox"/>

AQTF Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the registered training organisation operates		Yes	No
Element 3.1 The RTO's management of its operations ensures clients receive the services detailed in their agreement with the RTO.	Do we know what LLN qualifications and informal skills our trainers and assessors have?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have a mechanism for documenting professional development options and monitoring outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have mechanisms in place to monitor the effective management of LLN issues in training and assessment? (policy, staff, resources)	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.2 The RTO uses a systematic and continuous improvement approach to the management of operations.	Do we have mechanisms in place to measure our performance?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have processes for collecting and collating information?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have mechanisms to document these processes?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have mechanisms in place for receiving feedback and monitoring effective continuous improvement?	<input type="checkbox"/>	<input type="checkbox"/>



**AQTF Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the registered training organisation operates**

		Yes	No
Element 3.3 The RTO monitors training and / or assessment services provided on its behalf to ensure that it complies with all aspects of the AQTF Essential Conditions and Standards for Continuing Registration.	Do we provide in-house LLN specialist services – how do we monitor the efficacy of the services?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have a partnership with another RTO to offer LLN specialist services – what formal mechanisms are in place to monitor their efficacy?	<input type="checkbox"/>	<input type="checkbox"/>
	Are mechanisms in place to ensure that LLN training and assessment provided within a partnership arrangement is monitored regularly?	<input type="checkbox"/>	<input type="checkbox"/>
	Are mechanisms in place to ensure that in-house training and assessment takes account of LLN issues and is monitored regularly?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have clear policies on communication with clients?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have clear access and equity policies (that include LLN)?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have clear policies on LLN issues in training and assessment?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have clear policies about professional development opportunities for staff to increase their knowledge and competency about LLN?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have policies about ways to ensure industry input?	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.4 The RTO manages records to ensure their accuracy and integrity.	Do we have effective record systems in place?	<input type="checkbox"/>	<input type="checkbox"/>
	Do we have mechanisms to maintain and update records?	<input type="checkbox"/>	<input type="checkbox"/>

## Checklist 2: RTO communication checklist

In order to comply with access and equity requirements a RTO can ask itself these questions about the efficacy and coverage of their communication to clients.

Clearly any 'no' answers will require a rectifying action.


Evidence for 'yes' answers should be recorded and fully documented for AQTF compliance and auditing purposes.

Is our information:	Yes	No
accurate and comprehensive (based on up-to-date sources)		
accessible in a number of formats (print, online, info line)		
non-discriminatory.		
Does our information:		
outline entry requirements in terms of qualifications or competencies		
show the range of pathways to the qualification		
cover fees, charges, refunds and exemptions		
indicate available support services		
outline learning options and flexible learning and assessment arrangements		
outline the training including content and vocational outcomes from successful completion of nationally recognised training		
outline the possible vocational demands of current workplaces		
cover information on the rights of learners and the responsibilities of the RTO towards their learners		
Do we have a mechanism for evaluating the suitability of our communication?		

### Checklist 3: LLN observation checklist

Macro skill	Level	Type of task	Fill in an example from the workplace or training specification	Can do always	Can do with support	Need to learn
Reading	1	Recognise signs, letters and single words in immediate work environment				
	2	Read short simple texts that are relevant to the person				
	3	Read and interpret texts with several ideas which are non-routine, but simple				
	4	Read and understand texts with some complex ideas and non-routine vocabulary				
	5	Read texts which contain several complex and / or ambiguous ideas				

Macro skill	Level	Type of task	Fill in an example from the workplace or training specification	Can do always	Can do with support	Need to learn
Writing	1	Write a sentence, or a group of words				
	2	Write a paragraph about a simple subject				
	3	Produce and sequence several paragraphs to make meaning				
	4	Write texts conveying ideas beyond everyday concepts				
	5	Write to convey complex ideas, exercising control with various styles and stylistic devices				



Macro skill	Level	Type of task	Fill in an example from the workplace or training specification	Can do always	Can do with support	Need to learn
Oral Communication	1	Participate in very short oral exchanges in familiar circumstances				
	2	Take part in short oral exchanges which are relevant to routine tasks				
	3	Participate in oral exchanges where the listener / speaker is required to vary and / or understand concepts which are non-routine, but simple				
	4	Participate in oral exchanges that require control of non-routine language and structures				
	5	Take part in complex oral assessments demonstrating flexible and effective use of language				

Macro skill	Level	Type of task	Fill in an example from the workplace or training specification	Can do always	Can do with support	Need to learn
Numeracy	1	Interpret and communicate everyday numerical concepts				
	2	Select and use mathematical actions in straightforward circumstances				
	3	Use operations and % and fractions to solve problems				
	4	Use a range of algebraic formulae and calculating tools to solve work-based problems				
	5	Use a wide range of mathematical tools in a work context to interpret data, solve problems and communicate mathematically				

## Information sheet 1: Complexity in LLN

What makes a LLN task easy or difficult?	
Level 1	<ul style="list-style-type: none"> <li>• routine, predictable</li> <li>• highly familiar contexts, restricted range of contexts</li> <li>• simple, concrete and immediate ideas</li> <li>• everyday language</li> <li>• plenty of time to do the task</li> <li>• sympathetic audience</li> <li>• full support</li> <li>• prompting and modelling provided</li> <li>• works alongside friend or colleague to complete the task</li> <li>• single numerical operations, whole numbers</li> <li>• limited accuracy required</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• short, plain, simple messages</li> <li>• familiar, friendly audience</li> <li>• familiar and predictable contexts</li> <li>• routine tasks</li> <li>• non-threatening issues</li> <li>• examples and help close by, modelling available and accessible</li> <li>• some selection of familiar numerical operations</li> <li>• contexts of mathematical application limited</li> <li>• accuracy required in single or familiar calculations</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• several ideas or steps</li> <li>• range of familiar contexts</li> <li>• routine texts</li> <li>• mostly every day, but some complex vocabulary and ideas</li> <li>• neutral audience</li> <li>• moderate support</li> <li>• reasonable timeframe to complete the task</li> <li>• dictionary, or model can be referred to</li> <li>• some numerical interpretation required</li> <li>• application of numerical operations in several contexts</li> <li>• accuracy across several steps required</li> </ul>

What makes a LLN task easy or difficult?	
Level 4	<ul style="list-style-type: none"> <li>• complex relationship between ideas</li> <li>• complex or technical vocabulary</li> <li>• unfamiliar circumstances</li> <li>• range of texts</li> <li>• unfamiliar audiences</li> <li>• can be produced to meet deadlines</li> <li>• limited support or models available</li> <li>• complex choices regarding mathematical operations</li> <li>• high degree of accuracy required</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• hidden meaning and ambiguous ideas</li> <li>• requires combining several pieces of information</li> <li>• complex or technical vocabulary</li> <li>• unfamiliar vocabulary and ideas</li> <li>• broad range of contexts</li> <li>• audience may be hostile</li> <li>• tight timeframes</li> <li>• no support or models</li> <li>• fluent use of wide range of mathematical formulae required</li> <li>• complex data interpretation / interpolation</li> <li>• high degree of accuracy required.</li> </ul>

Reference: Summary of Australian Core Skills Framework, Performance Features Grids, [Appendix 1](#)





## Information sheet 2: Identifying the LLN skills of the learner

A LLN identification process gives an indication of the learner's likely LLN skill level to decide if a full professional LLN assessment is necessary. Ideally a LLN indicator will be a combination of:

- self-indication by the learner
- interview by the teacher / trainer regarding educational background, experience and motivation
- vocationally relevant LLN tasks.

Following are important points for an effective LLN indication process.

### Point 1:

**Any LLN identification must be related to the vocational training the learner is about to undertake.**

Each vocational area has a unique set of LLN tasks that need to be addressed as part of training for all learners. This unique information must be the basis for LLN indication processes. The level of the qualification alone does not give teachers / trainers a measure of the complexity of LLN tasks that underpin the vocational competence.

### Point 2:

**Principles of adult learning must be part of any process for gauging learner LLN skill levels.**

The purpose of gauging the LLN skill level of a learner is to assist the appropriate development of the learner's vocational training plan. The process should alert both the teacher / trainer and the learner to any need for further investigation of LLN needs and additional support that may be required. The process should be presented as a collaborative and supportive one, not delivered under 'test' or 'exam' condition. The process must be supervised by a person who has the skills and knowledge to gauge LLN skill level and should never be used to disadvantage or to discriminate against learners in training.

Any assessment tool developed should:

- not test the knowledge and skills that would be developed through the vocational training course i.e. entry levels will be entirely different to exit levels
- take into consideration the cultural sensitivities and background experiences of the learner.

### Point 3:

A clear process for making meaningful judgements must be part of each tool or process.

The RTO must be able to explain how a LLN assessment tool or process is delivered to the learner and used to determine if further investigation is necessary. Where a single LLN indicator tool is used for learners enrolling in a range of vocational courses, it must be clear how a trainer determines when further investigation is required for learners in the different vocational qualifications.

General indicator tools could be administered by teachers / trainers on advice from LLN specialists.

### Point 4:

Processes for obtaining a full assessment and additional LLN support must be related to the vocational training.

Each RTO must have a clear process for obtaining a full LLN assessment when this need is indicated. It must also have well established contacts through which additional support may be sought and delivered. All LLN assessments and support must be conducted / delivered by appropriately qualified staff. Additional LLN support should be integrated into the vocational training of the learner through collaboration between LLN specialists and vocational trainers.

#### Be prepared to answer these questions:

- What are the LLN tasks and skills that relate to your vocational area?
- How do those skills and tasks inform your LLN indicator tool?
- What constitutes a problem / need for further investigation?
- What is the process for further investigation?
- What is the process for addressing the additional LLN needs of a learner when required?

The following table can be used to determine the best mechanism for your context.

Assessment tool	Advantages	Disadvantages
Screening test	<p>Can be administered to a whole group, and therefore is efficient.</p> <p>Does not 'single out' anybody.</p>	<p>It is difficult to capture the range of LLN information that is required when using a written test.</p> <p>On-the-job performance can be very different from 'test performance'.</p> <p>Some adults are not comfortable in a test environment, and will not perform at the level of their potential.</p>
Self-identification and education and training background checklist	<p>Can be administered to a whole group, and therefore is efficient.</p> <p>Can be administered quickly.</p> <p>When adults respond honestly, their responses are usually consistent with their skills.</p>	<p>Learners may be reluctant to be honest for fear of not being eligible for training.</p>
Informal interview in which the potential learner is asked a range of questions, and given a few tasks to perform	<p>The interview can be focused on the learner.</p> <p>If the learner indicates the level at which they perceive their skills to be, the teacher is able to choose further questions and tasks that are pitched at the right level.</p> <p>The teacher can gather a range of information about the background, motivation and skills of the learner.</p>	<p>This is time consuming.</p> <p>Some potential learners may not perform well in individual interviews.</p>
A combination of the above	<p>A combination provides the teacher / trainer with optimum opportunities for identifying the skills of the learner,.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• an indicator tool which includes a self-identification checklist to give general information</li> <li>• an interview for those who are indicated to be 'at risk' in the initial stage.</li> </ul>	

## Be clear about the purpose for finding out the learner's LLN skill level

Make sure you understand the purpose of the identification process and explain it to the learner. Most vocational courses are post-compulsory and learners will want to know why the process is taking place.

If identification of the level of a learner's LLN skills is a mandatory part of enrolment (as it is in User Choice), tell the learner. If it is for better program planning (all vocational training) you need to make that clear. It is important not to insult the learner by expecting them to complete tasks without understanding why.

## Make the assessment as informal and friendly as you can

Many vocational learners and apprentices / trainees will feel nervous at the prospect of a 'test' early on in their training. For this reason it is best not to make a big deal of this part of your sign up or enrolment process – just an activity that needs to be completed. A LLN screening is not a test. You will need to put your learner or apprentice / trainee at ease by being warm, casual and friendly about the process and letting them know his / her privacy will be respected. Statements that might help include:

'This is not a test but a way for us to see where your skills are at so the trainer can program the course to best suit your needs.'

'You may not have done any formal study for a long time. This is a chance for you to let us know if you have any concerns or want to brush up on reading, writing or numeracy so we can get help for you early on.'

'Only myself and the teachers will see this. It won't be shown to your employer.'

'If you are concerned about reading the questions just let me know and I will explain them for you.'

### How much assistance can you give?

If the learner / apprentice / trainee cannot write you can write down their answers for them. However, you must note this on the indicator tool. Reassure learners who struggle with the tasks that they will not be disadvantaged by their performance. Reinforce the message that the indicator is there to determine if assistance may be required during training. Where possible and appropriate give the learner extra time to complete the tasks. Noting down the assistance given and the time taken for completion will add important information to the planning for training.

### What do you do next?

Each organisation will have a process for following up on any initial results that indicate that the learner will need extra support. This may involve a range of approaches including adjustments to training and assessment, reviewing training materials and offering extra support both during the training delivery and through additional support where necessary. Collaboration between teachers / trainers and specialist LLN staff would be essential in developing appropriate responses for support.

# Template 1: Analysis of LLN macro skills

This template can assist you to locate the LLN in a single unit of competency. Note: Leave a space on your table for LLN updates as your knowledge increases and you respond to industry changes



## Tips

Tip 7: Locating LLN in Training Package units of competency or accredited course modules. Page 25

Unit title Examine performance criteria, range statement, evidence guide and employability skills to gain a full picture of LLN requirements	Reading	Writing	Oral communication	Numeracy

## Template 2: An oral assessment template

<b>Unit Code:</b> [fill in details as required as per competency standards]		<b>Unit Name:</b> [fill in details as required as per competency standards]	
<b>Candidate Name:</b>			
<b>Assessor Name:</b>			
<b>Workplace or RTO:</b>			
<b>Conditions:</b> (e.g. On or off the job)		<b>Date:</b>	
<b>Standards of competency</b>		<b>Performance Criteria</b>	
Record the performance criteria number applicable to each question.		Satisfactory	Not Satisfactory
1.  <b>Answer:</b>		<input type="checkbox"/>	<input type="checkbox"/>
2.  <b>Answer:</b>		<input type="checkbox"/>	<input type="checkbox"/>
3.  <b>Answer:</b>		<input type="checkbox"/>	<input type="checkbox"/>
4.  <b>Answer:</b>		<input type="checkbox"/>	<input type="checkbox"/>
5.  <b>Answer:</b>		<input type="checkbox"/>	<input type="checkbox"/>
6.  <b>Answer:</b>		<input type="checkbox"/>	<input type="checkbox"/>



Record the performance criteria number applicable to each question.	Satisfactory	Not Satisfactory
7.  Answer:	<input type="checkbox"/>	<input type="checkbox"/>
8.  Answer:	<input type="checkbox"/>	<input type="checkbox"/>
9.  Answer:	<input type="checkbox"/>	<input type="checkbox"/>
10.  Answer:	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assessor / office use only:</b>		
<p>The candidate's underpinning knowledge was: Competent <input type="checkbox"/>      Not Yet Competent <input type="checkbox"/></p> <p>Signed by the Assessor: ..... Date: .....</p> <p>Signed by the candidate: ..... Date: .....</p>		
Feedback to candidate:		

## Template 3: Gathering information on LLN aspects of communication in the workplace

You could ask the following questions in a workplace to formulate evidence that is relevant to the content of the competencies being assessed and assist you to gather evidence about relevant LLN competence related to the job.

Question		Example	
What communication systems are in place within the organisation?			
What is the purpose of the communication?			
How does the workplace manage internal communication?			
How do employees communicate with management?			
What paperwork is required?			
How do people communicate cooperatively in the workplace?			
Question	Yes	No	Example
Does the position / role read or write reports?			
Does the position / role receive and send messages? If so, in writing or verbally?			
Does the position / role discuss and agree on rosters?			
Does the position / role participate in collective enterprise bargaining / individual workplace agreements?			
Does the position / role follow or give written or verbal instructions to perform tasks or have tasks performed?			
Does the position / role supervise others?			






Question	Yes	No	Example
Are there standard operating procedures or similar to be written or read?			
Is there interaction with the public, wider community and customers? Oral or written?			
Does the position / role take phone enquiries, or deal with customers or clients?			
Does the position / role give presentations to members of the public or community groups?			
Is it necessary to follow or give instructions to use technology to complete tasks in the workplace?			
Does the position / role have to read manuals, use a machine and / or use the correct technical terminology?			
How do staff in the workplace communicate when teaching / learning new skills?			
What on-the-job training is done?			
Is a training manual used? Is it paper based or electronic?			
Do people use LLN to pursue personal needs or goals?			
Does the position / role need to give or listen to an explanation of personal matters which affect work?			
Does the position / role need to develop career paths, individual training plans?			

Source: Training Package Development Handbook: LLN – Training Packages and LLN – Units of competency. (This resource is no longer available online).

## Template 4: Gathering information on LLN communication modes to develop assessment questions

You can ask the following questions for each workplace task. Answers can be used to flesh out information in a competency conversation or as the basis for formal questions in an oral assessment.

General overview questions	Example assessment questions
<b>Reading</b>	
<b>Does the reading require:</b>	
<ul style="list-style-type: none"> <li>• ‘read and do’, such as following routine instructions or Occupational Health and Safety signage?</li> </ul>	
<ul style="list-style-type: none"> <li>• locating relevant information in workplace documentation, such as the correct form, section of a form or specific information?</li> </ul>	
<ul style="list-style-type: none"> <li>• interpretation and judgement such as problem solving, interpreting procedures or selecting what is applicable from one or a number of documents?</li> </ul>	
<ul style="list-style-type: none"> <li>• integration of different pieces of information into one cohesive whole, such as developing new procedures?</li> </ul>	
<ul style="list-style-type: none"> <li>• comparisons of data based on statistical or computer presented information?</li> </ul>	
<ul style="list-style-type: none"> <li>• graphics, charts, diagrams or technical displays?</li> </ul>	
<b>Writing</b>	
<b>Does the writing include:</b>	
<ul style="list-style-type: none"> <li>• symbols, signature, numbers or diagrams?</li> </ul>	
<ul style="list-style-type: none"> <li>• short notes and messages where the content is important rather than the style, such as informal shift reports or messages to colleagues?</li> </ul>	
<ul style="list-style-type: none"> <li>• completing forms with relevant personal or factual details such as tally sheets, workplace records or personnel forms?</li> </ul>	
<ul style="list-style-type: none"> <li>• reports, notices and memos where the writing style is in keeping with the demands of the audience and the purpose of the communication such as minutes of meetings, Standard Operating Procedures or accident reports?</li> </ul>	
<ul style="list-style-type: none"> <li>• reports, letters or notes which put forward a coherent position or conclusion, such as planning documents or promotional letters?</li> </ul>	



Speaking and listening	
<b>Does the spoken communication include:</b>	
<ul style="list-style-type: none"> <li>• exchange of information, such as answering customer enquiries, asking questions of clarification, giving instructions and explanations, responding to interview questions, giving prepared presentations?</li> <li>• face-to-face communication, by phone, or in groups?</li> <li>• discussion to clarify issues, solve problems or consolidate working relations, such as chairing a meeting, negotiating with customers or participating in a focus group?</li> </ul>	
<b>Does the listening require:</b>	
<ul style="list-style-type: none"> <li>• short, simple instructions such as evacuation procedures?</li> <li>• main ideas and supporting points, such as in a training session?</li> <li>• presentations containing logic, arguments, explanations, such as marketing presentations?</li> </ul>	
• Is there opportunity for ongoing feedback?	
• What is the power relationship between the participants?	
• Is the exchange structured or more open-ended?	
Numeracy	
• Does a mathematical process or calculation have to be carried out? If so for what purpose?	
• To what extent are the processes, calculations routine and familiar?	
<b>What numeracy tasks have to be completed:</b>	
<ul style="list-style-type: none"> <li>• Are estimation skills involved?</li> <li>• Is accuracy required?</li> <li>• What maths language has to be used?</li> <li>• What maths calculations are involved?</li> </ul>	

Source: Training Package Development Handbook: LLN – Training Packages and LLN – Units of competency.

## Resources: Useful links

The following is a list of resources to help with LLN. Resources are organised alphabetically under the following headings:

- General VET
- Inclusive practices
- Language, Literacy and Numeracy programs
- Legislation, policy and guidelines
- Professional development
- Research, data and reports
- Specific VET learners
- Teaching, learning and assessment

### Disclaimer:

Every attempt has been made to ensure the resources and tools are current. Archived resources may contain references that do not relate to current policy and standards and some links may no longer be active.

## General VET

### Department of Education and Training (DET)

The [DET website](#) contains links to policy documents, training information and related resources.

### Industry Skills Councils (ISCs)

The ISC website has [Workplace English Language and Literacy information and resources](#) available for all ISCs.

### Skilling Solutions Queensland (SSQ)

[SSQ](#) is the Queensland Government's free training and career information service.

## Inclusive practices

### Built in not bolted on

Built in not bolted on is an [information kit](#) for LLN practitioners, training managers and industry trainers about LLN issues in the delivery of Training Packages.

### Universal design checklist

The Universal design checklist is a [tool for VET providers](#) to assess materials and communications and enhance accessibility for everyone.

### Working with Diversity

Working with Diversity is an ANTA publication - [A guide to equity and the AQTF](#).

## Language Literacy and Numeracy programs

### Commonwealth LLN programs

This Department of Education, Employment and Workplace Relations contains [key information](#) about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.

### Community Literacy Program

The [Community Literacy Program](#) helps disadvantaged jobseekers develop and improve their LLN skills.

### Course in Applied Vocational Study Skills (CAVSS)

[CAVSS](#) is a framework for teaching literacy and numeracy skills in direct application to VET training activities.

## Legislation, policy and guidelines

### Australian Quality Training Framework (AQTF)

The AQTF is the national set of standards and conditions which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system.

### Australian Core Skills Framework (ACSF)

The ACSF describes levels of performance in the 5 core skills that are essential for people to participate in social, economic and workforce activities.

### Queensland State Registering Body

The Department of Education and Training is Queensland's State Registering Body.

## Professional development

### The Australian Flexible Learning Framework (AFLF)

The AFLF provides the vocational education and training system with e-learning skills, professional development opportunities, products, resources and support networks. There are a number of projects showcasing effective learning management systems.

### Training and Education Training Package 2010

Resources available from Innovation and Business Skills Australia.

Full list of TAE10 units.

User guide for the qualifications:

- TAE70110 Vocational Graduate Certificate in Adult LLN Practice.
- TAE80110 Vocational Graduate Diploma of LLN Leadership.

### The Workplace Trainer (literacy and numeracy) Toolbox

The Workplace Trainer (literacy and numeracy) Toolbox provides online professional development programs and associated resources for trainers and assessors supporting learners with literacy and numeracy needs in the VET sector at AQF Level II.

## Research, data and reports

### Australian Bureau of Statistics (ABS) survey – linkages between LLN and skill levels / employment

The ABS website has data on [Recent research analysing the 2006 ABS survey](#) which demonstrates a link between LLN skill levels and labour market participation.

Data on the ABS website is searched based primarily on your selected location or topic, or you can go straight to one of the [online tools](#) to access data in the format you need.

### Australian population's LLN skills

Information from the [2006 Adult Literacy and Life Skills Survey](#).

### Literacy in the new millennium

Refer to the NCVER website for more about the definition of literacy, paper titled [Literacy in the new millennium](#).

### National Centre for Vocational Education Research (NCVER) LLN research publications

[Research topics](#) ranged from adult literacy teaching and learning approaches and outcomes, to the professional development needs of literacy practitioners. Topics also cover various literacy practices and delivery approaches across Indigenous and ethnic communities, industry, volunteer and community settings.

### Queensland Council of Adult Literacy (QCAL)

[QCAL](#) promotes literacy as the key to effective life-long learning for all. It seeks to establish and maintain opportunities for adult members of the community to improve their literacy and numeracy skills.

### Thinking beyond numbers

On the NCVER is an important recent paper on numeracy: [Thinking beyond numbers: Learning numeracy for the future workplace](#), Beth Marr and Jan Hagston, NCVER, 2007

### VOCED database

The [VOCED database](#) lists research reports and learning resources.

## Specific VET learners

### Literacy support for Indigenous VET students: Good practice guide

NCVER has a set of 'good practice' strategies for designing effective literacy and numeracy programs for Indigenous VET learners, and for building effective literacy and numeracy support into existing VET courses.

### National Centre for Vocational Education Research NCVER

NCVER has a number of key research documents on issues relating to non-English speaking background (NESB) and Indigenous learners in VET

### Queensland User Choice

Literacy assessment and support for apprentices and trainees.

### Queensland Training Information Service (QTIS)

The QTIS database contains current and comprehensive information relating to apprenticeships, traineeships and prevocational programs approved by the Training and Employment Recognition Council for delivery in Queensland.

## Teaching, learning and assessment

### Employability Skills: From Framework to Practice

An Introductory Guide for Trainers and Assessors.

### LiteracyNet site

The Department of Education, Employment and Workplace Relations (DEEWR) provides the LiteracyNet site that has links to a number of LLN specific project reports and resources.

### LLN resources for Construction, Plumbing and Property Services

On the Construction, Plumbing and Property Services website there are updated professional development resource for trainers and assessors in construction and property services.

### National Training Information Service (NTIS)

The NTIS links to Training Packages and accredited course content and provides listings of quality assured support materials.

### Service Skills Australia 'Taking the Lead'

Taking the Lead is a one-stop shop for information and advice on developing core LLN skills in the service industries. **(This resource references the NRS and not the current ACSF.)**

### Thinkin Wrong Way Thinkin Right Way

Thinkin Wrong Way Thinkin Right Way is a resource developed to assist teachers and trainers conduct effective, culturally appropriate adult LLN assessments.

The Crux of the Matter 2011, has been updated to take into account changes and to the VET system: the development of the Australian Core Skills Framework (replacing the National Reporting System) and the review of the Australian Quality Training Framework.

The original The Crux of the Matter 2007 was funded by Skills First, an initiative of the Department of Education, Training and the Arts. It was developed by Wignall Consulting Services Pty Ltd.

The 2007 resource was developed from:

- The Queensland Department of Employment and Training publication: Understanding and applying vocational LLN within the Australian Quality Training Framework (2002 version), Department of Employment and Training (DET), 2002.
- Australian National Training Authority (ANTA) publications:
  - Built in not bolted on, ANTA 2000
  - Frequently Asked Questions about the Australian Quality Training Framework, ANTA 2002.
- Commonwealth Department of Education, Science and Training, Workplace English Language and Literacy Programme funded publications:
  - VGENo282 Learner Guide and Resource Pack for TAALLN401A: Address LLN issues within learning and assessment practice, VETASSESS 2006
  - Taking the Lead website, Service Skills Australia, 2006.





clever • skilled • creative



## The Crux of the Matter 2011:

Language, Literacy and Numeracy  
and Vocational Education and Training



Queensland Government