

Introduction

This professional development guide has been developed as a support tool for vocational trainers and assessors in the construction and property services industries who have some understanding of training packages, and experience in delivering units of competency. It is designed to help you to identify learners who will need assistance with literacy and numeracy skills to successfully participate in training across a range of Australian Qualification Framework (AQF) levels and job outcomes.

WELL is an acronym for 'Workplace English, Language and Literacy'. This guide is supported by the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) through its WELL program. That program aims to help workers to develop the Language, Literacy and Numeracy (LLN) skills they need to make a full contribution to their workplace training. The WELL program supports their aims by funding language training that is integrated with vocational training, preferably as part of an industry training package.

There is a high demand within the construction and property services industries for trainers and assessors to be more sensitive to, and aware of the issues affecting people with LLN needs, and how those needs can best be met as part of their obligations under the Australian Quality Training Framework (AQTF). Building the capability of trainers and assessors to support learners in this area, and improving the quality of training and assessment approaches will ultimately lead to employee retention, equity in participation in recognised training and career progression, regardless of an individual learner's cultural background, geographical location or LLN skills.

Many workers are discouraged from taking on extra duties, particularly supervisory roles, because they don't have the necessary literacy or numeracy skills. They may also be discouraged from participating in training programs because of a perception that they will not be able to complete the amount of reading or writing required.

New thinking about literacy has shown that it is more than just reading and writing. There are in fact five '**core skills**' of *learning, reading, writing, oral communication and numeracy*. These skills are essential for people to participate in society. They are constantly evolving and different for every person and for every workplace context. It is now recognised that support is needed not just for those with poor literacy skills. Each new role or responsibility we take on will require new or enhanced core skills. As such, this guide focuses on analysing core skills (which encompass LLN skills).

With assistance from you through training and assessment design and delivery, all learners will have an opportunity to participate in VET in the construction and property services industries, and achieve successful and meaningful outcomes.

The WELL program

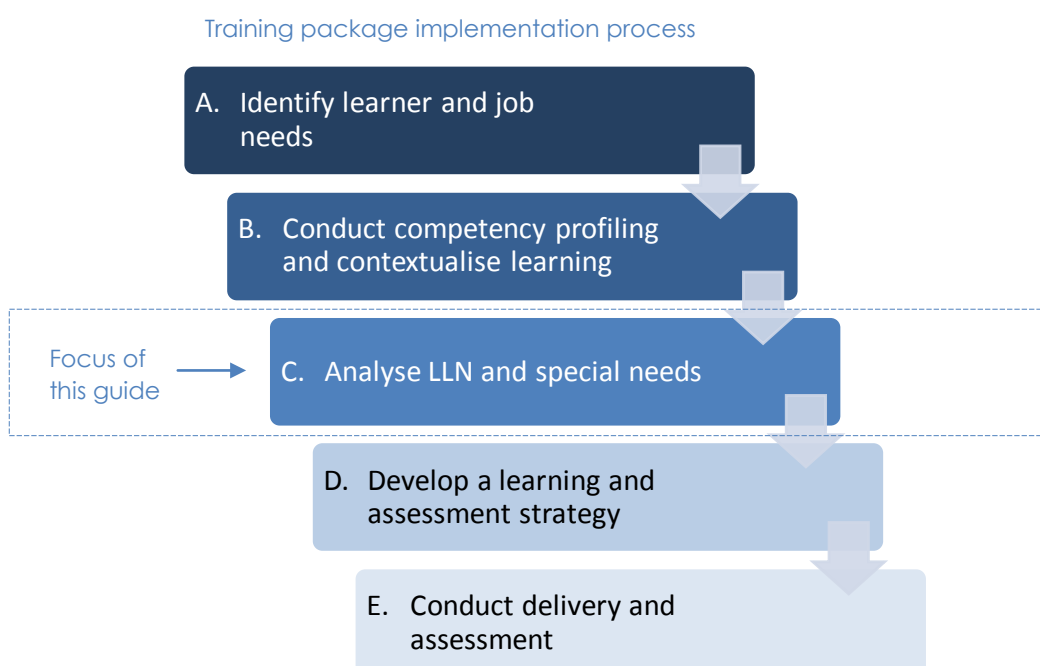
The main aim of the WELL (Workplace English Language and Literacy) Program is to provide workers with English language, literacy and numeracy skills. Funding is provided by the Australian Government through DEEWR for language and literacy training that is integrated with vocational training to enable workers to meet their current and future employment and training needs.

All workers need adequate English language and literacy skills to make a full contribution to their workplace and to access mainstream workplace training - regardless of birthplace, gender, or cultural, social and educational background. Workplaces that have incorporated LLN assistance into their training strategies have reported:

- improved access to training and skill development programs for workers
- more effective workplace communication
- better workplace skills
- improved means for managing change
- improved OHS
- increased productivity.

Purpose of the guide

You will be familiar with the general training package implementation process. This guide supports a key part of that process which is the analysis of the LLN requirements and special needs of learners. The diagram below illustrates the focus of this guide as step C within that implementation process.



Using the guide

This guide will provide you with some basic tools to help you to integrate support for development of core skills into your training and assessment processes. It will help you to understand ways to identify gaps between the core skills of learners, and the core skills required in the workplace or job by unpacking and analysing those skills within unit(s) of competency.

You don't need to be a specialist LLN practitioner to do this. By following the model provided in this resource, you should be able to conduct a basic analysis of core skills. It is important to remember though, that providing LLN support to some learners is a highly specialised area for which there are specialist resources, services and people who may need to be engaged. You should know when to refer, how to refer and to whom to refer a learner. The resources section of this guide provides a useful starting point.

The table below outlines the major sections within this guide.

Section	Content
1. Overview	An introduction to the guide covering information about its purpose, use and content including a brief description of the WELL program (this section).
2. Key considerations in LLN	An overview of LLN and its relationship to the AQF and AQTF. This section also summarises the responsibilities of trainers and assessors to provide support to learners including advice on unpacking units of competency.
3. Understanding core skills	An introduction to the concept of core skills, and the Australian Core Skills Framework which is the national tool for analysing core skills.
4. Model for analysis of core skills	<p>This section outlines three simple steps for analysing core skills:</p> <ol style="list-style-type: none"> 1. <i>Identify core skills required for work</i> (identifying core skills within units of competency, and analysing these using the ACSF) 2. <i>Identify learner's core skill levels</i> (screening the learner's core skills using an indicator tool, and profiling them against the ACSF) 3. <i>Design delivery and assessment</i> (analysing skill gaps to ensure that delivery and assessment strategies include any support needs). <p>Case studies for the construction and property services and industries are used to demonstrate how this process is applied.</p>
5. Resources and contacts	A listing of useful contacts and resources.
6. Glossary of terms	A glossary of key vocational education and training terms.