



Scoping Report

Recommendations for the development of a Foundation Skills Training Package

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Executive summary

This report documents findings from the consultation and scoping phase of IBSA's project to develop a Foundation Skills Training Package. A series of nine public consultation workshops, targeted discussions with key stakeholders and written responses from 29 individuals and organisations have informed the development of this report and its recommendations.

The wide variety of stakeholders and a diversity of opinion in relation to foundation skills within VET make it impossible to please all stakeholders. IBSA's approach to this project is guided by an objective to expand available options for supporting the foundation skills development of VET learners. The aim of the Foundation Skills Training Package is not to replace foundation skills support mechanisms that are currently working well, but to create flexible, new solutions that will make foundation skills development possible for more learners in more training contexts.

This report contains 15 recommendations for the next phase of IBSA's development of a Foundation Skills Training Package. Recommendations are identified in relevant sections throughout the report and listed in full in section 8.

Recommendations have been made in the following areas:

- Training package scope and purpose – recommendations 1 and 2
- Training package content – recommendations 3 and 4
- 'Bank' of units – recommendation 5
- Skill Sets – recommendation 6
- Qualifications – recommendations 7, 8, 9 and 10
- Companion volume – recommendation 11
- Delivery requirements – recommendations 12 and 13
- Professional development – recommendation 14
- Training package review – recommendation 15

1. Background

In April 2011 the National Quality Council (NQC) agreed to develop a Foundation Skills Training Package as part of a national, systemic approach to developing foundation skills units of competency, qualifications and skill sets. As agreed by the NQC, the Foundation Skills Training Package is to contain qualifications at AQF Certificate I and II level that can be integrated with existing vocationally oriented units to provide industry-relevant training.

The NQC decision was driven by recommendations contained in the *VET Products for the 21st Century*¹ report which identified key areas of reform required to ensure Australian VET can accommodate the diverse needs of businesses, industry and individuals. The following recommendations from the report are relevant to the development of a Foundation Skills Training Package:

- *Recommendation 5:* Reaffirm a single organising framework for VET qualifications comprised of Training Packages and Accredited Courses and allow for qualifications that achieve or contribute to occupational outcomes or foundation skills [i.e. Language, Literacy and Numeracy (LLN) and general education]
- *Recommendation 7:* Ensure that units of competency are efficiently utilised within and across industry in order to avoid duplication wherever possible.
- *Recommendation 8:* Ensure a stronger focus on preparatory and enabling qualifications aimed at building general workforce capability and entry to a range of jobs in industry and occupational areas by explicitly incorporating such qualifications into the national framework in a more systematic way.
- *Recommendation 9:* Ensure that Certificates I and II are clearly identified as either preparatory or entry-level qualifications
- *Recommendation 10:* Allow for VET qualifications to provide for identified knowledge and preparatory units of competence as appropriate
- *Recommendation 15:* Ensure that Language, Literacy and Numeracy requirements are made more explicit in the development of occupational and foundation qualifications

The NQC agreed that the Foundation Skills Training Package should align with the principles of:

1. Integrated delivery
2. Fairness and equity
3. Industry leadership
4. Quality delivery
5. Quality products

These principles have been reproduced in full in Appendix A of this report.

¹ National Quality Council (2009), *VET Products for the 21st Century: Final Report of the Joint Steering Committee of the NQC and the COAG Skills and Workforce Development Subgroup – June 2009*, available <http://www.21c.tvetaustralia.com.au/> - viewed 9 November 2011

As the Industry Skills Council responsible for the education industry, Innovation and Business Skills Australia (IBSA) has been funded to develop the Foundation Skills Training Package. The development project is being conducted by IBSA according to the following timeline:

Timing	Activity
August to October 2011	<ul style="list-style-type: none"> • Initial scoping discussions • Public consultation workshops • Targeted consultations with key stakeholders • Acceptance of written submissions
November to December 2011	<ul style="list-style-type: none"> • Compilation and analysis of consultation input • Recommendations for development phase • Appointment of training package developer
January to June 2012	<ul style="list-style-type: none"> • Development of training package, including processes for stakeholders to review and validate draft content • Preparation of training package for endorsement

2. Scoping activities

During the scoping phase of the training package development process IBSA has sought to gather input from a wide range of stakeholders. The scoping phase has included:

- Initial scoping discussions to inform the preparation of a public consultation paper. Targeted discussions were held with:
 - National Access Education Leaders' Network
 - IBSA's National Project Reference Group
 - Industry Skills Council representatives and training package developers
- Public consultation workshops in every State and Territory involving a total of 262 participants
- Targeted consultations with key stakeholders
- Receipt of 29 written submissions from individuals and organisations.

Appendices B, C and D of this report list the participants in the consultation process. Input received through the public consultation workshops has been compiled and is summarised in Appendix E.

Input gathered from stakeholders through the consultation process has informed the development of this scoping report and recommendations.

3. Training package scope

The creation of a Foundation Skills Training Package represents a departure from established training package development policy. Although recommendations in the *VET Products for the 21st Century* report paved the way for preparatory and foundation skills outcomes from training packages, this new approach is not universally understood or supported by stakeholders. Clearly defining the scope of the Foundation Skills Training Package will be critical for building understanding and acceptance of the package. IBSA will need to make the scope of the Foundation Skills Training Package clear during the development process and within the package itself.

Recommendation 1: The scope of the Foundation Skills Training Package should be clearly identified in the training package and in any user information or advisory material produced during the development and implementation processes.

3.1 Aim

The impetus for the development of a Foundation Skills Training Package comes from a fairly widespread concern that underpinning foundation skills are not effectively or consistently addressed through vocational training. Although training packages specify the required outcomes from vocational training, including industry expectations around Employability Skills and language, literacy and numeracy, there is evidence that delivery and assessment in these areas is variable. For many people undertaking vocational qualifications the extent of support available for the development of foundation skills will directly affect their achievement of the vocational outcomes.

A number of mechanisms have been adopted to address this issue including the WA Course in Applied Vocational Study Skills (CAVSS), the Learner Support program in NSW and similar arrangements in other jurisdictions. Professional development initiatives are also being used to increase the capacity of the VET workforce to support learners who need to develop foundation skills. These existing approaches work and they will continue to be important for supporting the development of foundation skills in VET contexts.

The Foundation Skills Training Package aims to provide another mechanism for foundation skills to be effectively addressed in vocational programs. Allowing training package users to package foundation skills units into vocational programs will mean that specialist expertise, delivery time/funding and resources can be accessed to support the development of contextualised foundation skills. The Foundation Skills Training Package also has the potential to highlight the importance and relevance of foundation skills to VET and to drive VET workforce development.

3.2 Purpose

Participants in the consultation process were conscious of a significant need to build the foundation skills of Australian adults. Many potential uses for the Foundation Skills Training Package were identified in the workshops and through written submissions. However, the purpose of this training package is specifically to:

- support the achievement of vocational qualifications through the provision of foundation skills units that can be packaged with vocational qualifications at all AQF levels
- support vocational pathways through the provision of preparatory qualifications at AQF levels 1 and 2.

The Foundation Skills Training Package will not, and should not, provide the single national solution for building foundation skills. A multiplicity of approaches to foundation skills building will continue to be needed to accommodate the diverse needs of adult learners and learning environments. Accordingly, the qualifications in the Foundation Skills Training Package are not intended to replace all accredited courses in this area. While the qualifications in the new package may be used in a variety of ways with a wide range of learners, it is important that other foundation skill building opportunities remain accessible.

Funding bodies in particular will need to be aware of the continued need for:

- accredited courses that are designed for specific learner cohorts
- accredited courses that are designed for specific purposes, e.g. English language acquisition
- accredited courses that are designed to support specific delivery methodologies, e.g. CAVSS
- accredited courses and informal programs that provide pre Certificate I pathways.

There are some existing accredited courses, or components/streams within them, that may be duplicated by the qualifications in the Foundation Skills Training Package and a number of accredited course owners have already identified the potential to transition to the new package. Decisions on the re-accreditation of existing accredited courses in foundation skills will need to be considered by the relevant accrediting body on a case-by-case basis.

3.3 Definition

The term ‘foundation skills’ is currently being used in a number of national VET initiatives but it is a relatively new term and is not universally understood. In an effort to align with the National Foundation Skills Strategy for Adults and to accord with the intentions of the NQC, IBSA is defining foundation skills as a combination of:

- core skills described by the Australian Core Skills Framework – learning, reading, writing, oral communication and numeracy;
- Employability Skills²; and
- digital literacy.

Foundation skills exist across a continuum of levels and affect an individual’s ability to progress through a career, change career paths, participate in education and training and engage with their community.

3.4 Target Learners

To a large extent the vocationally-focused purpose of the Foundation Skills Training Package will determine the target learners for the package. In simple terms the target learners will be individuals who need to build their foundation skills in order to achieve successful vocational outcomes.

Learners may include:

- existing workers pursuing career pathways or responding to changing workplace demands
- apprentices, trainees and entry level workers
- individuals changing careers, entering or re-entering the workforce, including those transferring existing skills into a new cultural context
- people outside the workforce including, but not limited to, school students undertaking VET studies/qualifications.

Foundation skills are an essential component of vocational pathways at all AQF levels and many learners will benefit from opportunities to develop specific foundation skills concurrently with, or in preparation for, vocational training. Different learners will use the Foundation Skills Training Package in different ways. Some learners will use foundation skills units to develop specific skills required for

² For the training package development process IBSA will use Employability Skills as they are currently understood within Training Packages, however the implications of national activity to develop an Employability Skills Framework will be closely monitored.

the successful achievement of vocational qualifications or Skill Sets. Other learners will use the foundation skills Certificate I and II qualifications to prepare for entry into the workforce or into vocational training.

While the Foundation Skills Training Package will have broad application, the National VET Equity Advisory Council (NVEAC) has identified that it will have particular importance for individuals from disadvantaged learner groups. Accordingly, the package should be designed to take account of the needs of individuals from the following learner groups:

- People from socio-economically disadvantaged backgrounds
- Indigenous Australians
- People from culturally and linguistically diverse backgrounds particularly new arrivals to Australia, refugees and emerging communities
- People with a disability
- People from rural, regional or remote locations or communities with high levels of disadvantage
- 'Second chance' learners such as those
 - with less than Year 12 or equivalent level of educational attainment
 - returning to learning after a long period of absence from study and/or work
 - reskilling following redundancy
 - involved in the criminal justice system
 - of working age who are neither working nor studying.

Some stakeholders have questioned the ability of a training package to meet the learning needs of marginalised groups with very low levels of literacy. As noted in section 3.1 there will be a continued need for foundation skills provision that is outside the Foundation Skills Training Package. However some of these learners may benefit from the opportunity to use units from the Foundation Skills Training Package in combination with specialised accredited courses.

Recommendation 2: The Foundation Skills Training Package is not intended to be the only solution for adult foundation skills development. Its purpose is to support learners pursuing vocational pathways, including secondary school students. Other options for a variety of adult learners and contexts will continue to be necessary.

4. Training package endorsed content

Consultation participants overwhelmingly supported the inclusion of Employability Skills and language, literacy and numeracy (LLN) content in the Foundation Skills Training Package. Many stakeholders reported that the development of Employability Skills is critical for successful transitions both into and within the workplace.

Concepts of vocational preparation were identified as a key focus for the Foundation Skills Training Package. This focus is particularly important for individuals seeking to enter the workforce, but is also relevant for existing workers who are changing job roles or taking on new responsibilities.

Although there is no universally accepted term or definition, concepts of digital literacy were also widely recognised by stakeholders as an essential component of foundation skills. Digital literacy skills are seen as critical to workforce preparation and the ability to learn in the digital age.

A number of other potential content areas were identified through the consultation process. These include:

- occupational health and safety
- green skills, sustainability and eco-literacy
- financial literacy
- citizenship and civic engagement.

While these skill areas undoubtedly have cross-industry application and relevance to learners accessing the Foundation Skills Training Package, they are not central to the concept of foundation skills as defined for this project. Content in the areas identified above will not be developed for the Foundation Skills Training Package. However, flexible packaging arrangements will allow users to combine foundation skills with relevant content from other Training Packages or accredited courses.

The table below outlines the three components of the Foundation Skills Training Package.

TP component	Description	Use
'bank' of units	Foundation skills units will not be packaged into a qualification or aligned to an AQF level. Units within the 'bank' will describe foundation skills across a continuum from basic to advanced skills.	Foundation skills units will be available for packaging into vocational qualifications at any AQF level. Their purpose is to support the development of the foundation skills required for successful vocational outcomes. They will primarily be used by existing workers and learners engaged in vocational training.
Skill Sets	Skill Sets combine a small number of foundation skills units.	Skill Sets will provide the foundation skills to support specific vocational pathways. They may be used concurrently with vocationally specific training or in preparation for vocational training. They will primarily be used by existing workers and learners preparing for career transitions.
Certificate I and II	Qualifications describe the foundation skills required for entry-level vocational training and workforce entry.	The qualifications will be available for use as stand-alone preparatory programs or in combination with vocational qualifications. They will primarily be used by learners outside the workforce and by existing workers who need extensive foundation skills support to engage with vocational training.

Recommendation 3: The Foundation Skills Training Package will include units, qualifications and Skill Sets that explicitly build Employability Skills and the five core skills described by the Australian Core Skills Framework.

Recommendation 4: The Foundation Skills Training Package will include a specific focus on the vocational preparation and digital literacy skills required for successful transitions into and within the workplace.

4.1 Units

Foundation skills units in the 'bank' will be available for packaging into a variety of training programs according to the vocational requirements of the program and the needs of the learners. The purpose of these units is to give learners the opportunity to develop the specific foundation skills that underpin successful achievement of vocational outcomes. For this reason, foundation skills units will need to be contextualised for delivery and in most cases will be delivered concurrently with vocational units of competency.

Units from the 'bank' may be used in a variety of ways. They could be used:

- in a non-assessable form – to provide additional learner support and underpinning skill development in vocational programs
- in an assessable form – to formally recognise the underpinning skills that have been developed as part of a vocational program
- as recognised electives in a vocational qualification or as part of a vocational Skill Set
- in a workforce development program to build the specific foundation skills required in the workplace
- to build vocationally relevant foundation skills in preparation for undertaking vocational education or training.

The Foundation Skills Training Package will not restrict the ways in which foundation skills units may be used. However, employers have expressed a clear preference for approaches to training that focus on vocational outcomes. Advice in the training package companion volumes will emphasise the expectation that the foundation skills are developed in context to support the achievement of recognised vocational outcomes.

Foundation skills units within the 'bank' will:

- cover the skill areas described by the Australian Core Skills Framework (learning, reading, writing, oral communication, numeracy) and the Employability Skills (communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, technology) and concepts of vocational preparation and digital literacy. Wherever possible core skill/s will be combined with Employability Skills to create vocationally relevant units, e.g. a unit focussed on the oral communication skills required for effective teamwork.
- cover a range of skill levels from basic to advanced reflecting the range of foundation skills required by vocational qualifications.

- draw on the Australian Core Skills Framework (ACSF) to describe skill levels and enable consistency of interpretation by users (however it is possible that foundation skills may also be required at levels beyond the ACSF, e.g. mathematical skills and knowledge).
- be available for packaging into vocational programs at any AQF level according to the foundation skills requirements of the vocational context. In many cases this may require that changes are made to packaging rules in existing vocational qualifications. Industry Skills Councils will consider the implications for their training packages and qualifications on an individual basis.

It is estimated that the 'bank' will include at least 50 units of competency although the exact number will be driven by the requirements for foundation skills within vocational qualifications. Advice from Industry Skills Councils will be sought during the development process to identify specific foundation skills requirements.

Users of the training package will require guidance on selecting foundation skills units from the 'bank' to suit the needs of their learners and the requirements of the vocational program. While some advice on the application of units within the 'bank' will be included in the Foundation Skills Training Package, advice on foundation skills will also need to be included in other Training Packages. This advice is likely to be included over time through continuous improvement processes and as training packages are redeveloped in the new streamlined format.

A number of written submissions received by IBSA during the consultation process contain specific suggestions and advice for consistently and accurately describing foundation skills in units of competency. IBSA will share these suggestions with the contracted training package developer to assist their development work.

Recommendation 5: The Foundation Skills Training Package will include a 'bank' of approximately 50 foundation skills units based on the core skills, Employability Skills and digital literacy skills required to support successful outcomes from vocational qualifications at all AQF levels.

4.2 Skill Sets

As the focus of the Foundation Skills Training Package is primarily on making foundation skills units available for incorporating into vocational programs, the package will include only a very limited number of Skill Sets. However it is anticipated that training package users and developers may use foundation skills units in combination with vocational units to create Skill Sets for specific vocational purposes.

Participants in the consultation process have indicated support for a Skill Set that identifies the foundation skills required for transitions into supervisory roles in the workplace. Existing Certificate IV qualifications in a number of industry areas specify the vocational requirements for supervisory positions. However, many of the existing workers undertaking these qualifications have not engaged with education and training for a considerable time and would benefit from the opportunity to build their foundation skills in preparation for, or concurrently with, their vocational training. The Skill Set would focus on skills such as report writing, conducting meetings, undertaking relevant research, budgeting/time-keeping, and facilitating a team.

Consultations also identified demand for a Skill Set that would support existing workers who are preparing to undertake vocational qualifications at Diploma level and above. This Skill Set would allow individuals who have had limited engagement with education and training environments to build their foundation skills. The Skill Set would include an emphasis on the digital literacy, information management, reading and writing skills that underpin effective learning at this level.

The need for Skill Sets within the Foundation Skills Training Package will be further considered during the development process. Decisions on the inclusion of these, or other, Skill Sets will be guided by industry advice.

Recommendation 6: The Foundation Skills Training Package may identify a limited number of Skill Sets that package combinations of foundation skills units for specific vocational pathway purposes if these have industry support.

4.3 Qualifications

In approving the development of a Foundation Skills Training Package the NQC directed that the package would include qualifications at AQF Certificate I and II. These will not provide specific occupational outcomes but will be designed as learning pathways. They will provide enabling or preparatory pathways for young people, adults without post-compulsory qualifications and those who have had a long break from formal education or training.

The consultation process revealed considerable interest in using the foundation skills certificates with secondary school students. For this learner group the foundation skills certificates offer opportunities to continue building literacy and numeracy skills in a way that is vocationally relevant and of interest to the learner.

Stakeholders have identified a number of potential uses for the foundation skills certificates. They may be used:

- as stand-alone qualifications to prepare learners for vocational training or workforce entry
- in combination with specific vocational qualifications to support vocational outcomes, resulting in a dual qualification if appropriate
- packaged with specific vocational electives to create an industry pathway qualification.

Some stakeholders have expressed concern about the potential for a proliferation of low level foundation skills qualifications to encourage the ‘churning’ of disadvantaged learners at Certificate II level. For this reason only three qualifications will be included in the Foundation Skills Training Package. Feedback from the consultation process indicates that these qualifications will need to:

- specify foundation skills outcomes that would support pathways into vocational training at Certificate III
- be flexible to accommodate a wide variety of potential uses and learners
- incorporate Employability Skills to provide a focus on vocational preparation
- include core skills that can be contextualised for a wide range of vocational pathways
- include digital literacy as a core component
- identify appropriate vocational electives
- enable the importation of electives from accredited courses

- include foundation skills electives at levels both below and above that of the core units.

Through the consultation process many stakeholders suggested that the term ‘foundation skills’ had little meaning for users – both employers and learners – and that an alternative title for the certificate qualifications should be found that would emphasise their preparatory and vocational nature. The qualification titles proposed in this report attempt to capture the intent of the many possible titles suggested by consultation participants.

Feedback gathered through the consultation process has informed the development of the qualification structures outlined in this paper. The three proposed qualifications are:

- Certificate I in Workforce Preparation (Access)
- Certificate I in Workforce Preparation
- Certificate II in Workforce Preparation

The Certificate I in Workforce Preparation (Access) uses the same core units as the Certificate I in Workforce Preparation but includes a more limited range of elective units focussed on building basic core skills. This qualification is intended to provide a vocational learning pathway for learners with significant support needs.

Certificate I in Workforce Preparation (Access)						
Core: 6 units	<i>Accessing workplace information</i> Including reading skills at ACSF level 2 and some elements of ACSF level 3	<i>Using technology in the workplace</i> Combining digital literacy, the Employability Skill of technology and elements of learning skill at ACSF level 2	<i>Writing for the workplace</i> Including writing skills at ACSF level 2	<i>Working in teams</i> Combining the Employability Skills of teamwork and communication and oral communication skills at ACSF level 2 and some elements of ACSF level 3	<i>Solving problems in the workplace</i> Combining the Employability Skill of problem solving and elements of numeracy skill at ACSF level 2	<i>Planning for work and learning</i> Incorporating elements of learning skill at ACSF level 2
Electives: 3 units	Select three units from the following: <ul style="list-style-type: none"> • Limited list of foundation skill units for building foundation skills below the level of the core units • Units imported from relevant accredited courses. 					

The Certificate I in Workforce Preparation shares a core structure with the Certificate I in Workforce Preparation (Access) but provides a different and wider range of electives. The qualification may prepare learners for vocational pathway qualifications or further foundation skills development.

Certificate I in Workforce Preparation						
Core: 6 units	<i>Accessing workplace information</i> Including reading skills at ACSF level	<i>Using technology in the workplace</i> Combining digital	<i>Writing for the workplace</i> Including writing skills at ACSF level	<i>Working in teams</i> Combining the Employability Skills of teamwork and	<i>Solving problems in the workplace</i> Combining the	<i>Planning for work and learning</i> Incorporating elements of learning skill

	2 and some elements of ACSF level 3	literacy, the Employability Skill of technology and elements of learning skill at ACSF level 2	2	communication and oral communication skills at ACSF level 2 and some elements of ACSF level 3	Employability Skill of problem solving and elements of numeracy skill at ACSF level 2	at ACSF level 2
Electives: 3 units	Select three units from the following: <ul style="list-style-type: none"> Limited list of foundation skills units for building foundation skills at a similar level to the core units Financial literacy units from IBSA Certificate I in Financial Services Generic vocational units – list drawn primarily from the Business Services Training Package, e.g. BSBCRT101A Apply critical thinking techniques, BSBITU102A Develop keyboard skills, List of recommended vocational units from other Training Packages* Units imported from relevant accredited courses (maximum of two units). 					

* It is anticipated that only a very limited number of vocational units will be available for packaging into this Certificate I qualification. Assistance from Industry Skills Councils will be required to identify possible electives.

The Certificate II in Workforce Preparation prepares learners for workforce entry or vocational training pathways. A mandatory vocational stream allows learners to package vocational units into the qualification to provide a vocational context for foundation skills development. A variety of elective choices make it possible for learners to undertake additional foundation skills development units, additional vocational units or units imported from accredited courses.

Although the flexibility of this qualification means it can be packaged with up to six vocationally specific units, this approach would not generally be recommended. Learners needing such a combination of units would be better advised to undertake a vocational qualification with supporting or imported foundation skills units.

Certificate II in Workforce Preparation						
Core: 6 units	Each of the 6 core units should be contextualised using electives from the vocational stream:					
	<i>Using workplace documents</i> Including reading skills at ACSF level 3 and some elements of ACSF level 4	<i>Using technology to access information</i> Combining digital literacy the Employability Skill of technology and elements of learning skill at ACSF level 3	<i>Writing for work purposes</i> Including writing skills at ACSF level 3	<i>Contributing as an effective team member</i> Combining Employability Skills of teamwork and communication and oral communication skills at ACSF level 3 and some elements of ACSF level 4	<i>Problem solving</i> Combining the Employability Skill of problem solving and elements of numeracy skill at ACSF level 3	<i>Planning for career and learning pathways</i> Combining Employability Skills of planning and self-management and elements of learning skill at ACSF level 3
Vocational stream electives: 2 units	Select at least two units from a list of recommended vocational units from other Training Packages, such as*: SBCCO201A Action customer contact SBCCO202A Conduct data collection SBBCUS201A Deliver a service to customers SBDES201A Follow a design process SBBINM202A Handle mail SBBIBD201A Work effectively in a business environment					

	CUSMLT201A Develop and apply musical ideas and listening skills CUSMPF202A Incorporate music technology into performance CULMS207C Assist with the presentation of public activities and events CULMS201C Develop and apply knowledge of the museum industry CULMS202C Provide visitors with venue information and assistance
General electives: 4 units	Select four units from the following: <ul style="list-style-type: none"> • Foundation skill units – only two of which can be selected from the Certificate I elective list • Financial literacy units from IBSA Certificate II in Financial Services • Generic vocational units – list drawn primarily from the Business Services Training Package, e.g. BSBINN201A Contribute to workplace innovation, BSBWOR202A Organise and complete daily work activities, BSBSUS201A Participate in environmentally sustainable work practices, BSBOHS201A Participate in OHS processes, BSBWOR203A Work effectively with others, CULLB203C Develop and use information literacy skills • Additional vocational stream units as described above • Units imported from relevant accredited courses (maximum of two units).

* Only examples from IBSA training packages have been included. Assistance from other Industry Skills Councils will be required to identify a full list of possible vocational stream electives.

Feedback from the consultation process indicated that there is very limited support for the use of bracketed titles to indicate specialisation in a particular vocational area. Many stakeholders argue that the emphasis of these qualifications should be on foundation skills outcomes, not vocational outcomes and that using the qualification title to suggest an industry specialisation would be misleading. If there is industry demand for vocationally specific foundation qualifications, Industry Skills Councils may choose to package these foundation skills qualifications with specific vocational units and incorporate them into the relevant industry training package to provide vocational pathways.

Recommendation 7: The Foundation Skills Training Package will contain two Certificate I qualifications and one Certificate II qualification that provide preparatory and enabling pathways into the workforce or vocational training.

Recommendation 8: The Certificate I and II qualifications will be based on units that combine Employability Skills and core skills to provide skills that are meaningful in the workplace.

Recommendation 9: The Certificate I and II qualifications will have the flexibility to import elective units from accredited courses and vocational qualifications. Recommended vocational electives will be identified in the qualifications.

Recommendation 10: The contracted Training Package developer will use the qualification structure described in this paper as the basis for the development of the Certificate I and II qualifications. Further consultation with stakeholders during the development process may result in changes to the proposed structure to accord with user needs.

5. Training package companion volume

Through the consultation process stakeholders provided an extensive list of resources that would support the implementation of the Foundation Skills Training Package. These suggestions can be grouped into the following categories:

- support resources, including learner guides, assessment materials and diagnostic tools

- professional development, including development focussed on use of ACSF, holistic delivery and assessment, collaboration, and identifying learner needs
- implementation tools, including sources of advice, model programs and good practice examples
- user information, including definitions and advice on implementation issues such as practitioner requirements, adding to scope.

Of the categories listed above, the development of support resources is likely to be outside the scope of this training package development project. However, all Industry Skills Councils (including IBSA) have received funding from DEEWR to develop resources to support the implementation of the Foundation Skills Training Package within their respective industries.

While the companion volume can provide advice on professional development, it is unlikely to include extensive professional development materials. IBSA will be giving further consideration to the professional development approaches that will be needed to support the implementation and uptake of the Foundation Skills Training Package. Further detail on professional development is contained in section 6 of this report.

Implementation tools and user information will be the main components of the companion volume for the Foundation Skills Training Package. This material will need to:

- explain the scope and purpose of the training package to users, including information on learner pathways
- emphasise the importance of vocational contextualisation and provide advice on contextualising foundation skills units
- provide advice on recommended delivery approaches including model programs, examples of good practice and advice on pre-training assessment
- identify the benefits of holistic approaches to the assessment of foundation skills and vocational skills, and provide advice on using holistic assessment
- list sources of advice, specialist expertise and workforce development solutions.

Participants in the consultation process have also emphasised the importance of making use of the wealth of existing resources that have been developed over many years to support the development of foundation skills. It has been suggested that mapping some of these resources to the Foundation Skills Training Package may enable the continued use of valued resources. The companion volume should include advice on the availability of existing resources and how they may be used or adapted for use with the Foundation Skills Training Package.

A number of organisations have provided IBSA with information on support resource developments and delivery approaches that could provide useful models for advice and guidance in the companion volumes. This information will be shared with the contracted training package developer.

Recommendation 11: The companion volume/s for the Foundation Skills Training Package will contain specific guidance and models for implementation including, but not limited to: training package scope and purpose; guidance on contextualising for vocational requirements; recommended delivery approaches; using holistic assessment; and accessing advice and expertise.

5.1 Delivery requirements

NQC principles for the Foundation Skills Training Package state that ‘foundation skills can only be delivered by trainers and assessors who have vocational competencies in teaching language, literacy, numeracy and other foundation skills’.

The Foundation Skills Training Package is being created as a mechanism to provide the foundation skills development that is often inadequately addressed in vocational training. For this mechanism to work as intended, content from the Foundation Skills Training Package needs to be delivered by practitioners with expertise in foundation skills delivery. As one stakeholder wrote in a submission to IBSA:

There is little point in making room in VET qualifications for the explicit inclusion of LLN if these units are not going to be delivered by fully qualified and experienced LLN teachers. Unless the requirement for qualified LLN teachers is made explicit in the package then the new arrangement will have no greater efficacy that when LLN content was allegedly ‘built in not bolted on’ to training packages.

Many stakeholders identified the Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice as the most appropriate minimum qualification for delivery within the Foundation Skills Training Package. However, the Foundation Skills Training Package will contain content based on Employability Skills and digital literacy, as well as LLN, and delivery of all foundation skills will require vocational contextualisation, thus demanding specialist skills that many qualified LLN practitioners may not have.

In recognition of this dilemma, participants in the consultation process expressed considerable agreement on the need for collaboration between vocational practitioners and foundation skills specialists to effectively implement the Foundation Skills Training Package. Delivery requirements in the training package will need to emphasise the necessity of collaborative approaches that draw on the expertise of vocational and foundation skills specialists.

Recommended delivery approaches will be included in the companion volume for the Foundation Skills Training Package. These may include:

- integrated delivery approaches: where team teaching methodologies are used to share delivery between the vocational and foundation skills practitioners
- foundation skills support: where a foundation skills specialist provides support for learners in a vocational learning environment (the CAVSS model)
- vocational contextualisation: where a vocational specialist provides vocational support and contextualisation for learners in a foundation skills learning environment (the CAVSS model in reverse)
- collaborative program design: where:
 - a foundation skills specialist delivers a learning program using materials that have been designed in collaboration with vocational specialist/s
 - a vocational practitioner delivers a learning program using materials that have been designed in collaboration with foundation skills specialist/s (although this is only likely

to be appropriate for foundation skills units that do not involve extensive LLN skill building).

Many stakeholders raised concerns about the availability of suitably qualified foundation skills practitioners, particularly in smaller RTOs and in regional and remote areas. In these cases it may be possible to develop auspicing arrangements that would enable the delivery of foundation skills units by lesser qualified practitioners.

Some stakeholders view delivery requirements as an implementation issue that should be handled within the Australian Quality Training Framework (AQTF) and linked to the quality standards of the RTO. NQC principles state that 'compliance in delivery and assessment of foundation skills will be supported by dedicated AQTF auditing strategies'. To assist this process, IBSA could design an evidence guide or similar tool for the Australian Skills Quality Authority (ASQA) and other audit bodies to use in the audit process.

Recommendation 12: The Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice, or equivalent, will be specified in the Foundation Skills Training Package as the minimum requirement for delivery. Recommended delivery approaches in the companion volume will identify strategies for ensuring that appropriate combinations of vocational and foundation skills expertise are used.

Recommendation 13: IBSA will develop audit guidance, including a focus on delivery requirements, to assist ASQA with quality assurance of the implementation of the Foundation Skills Training Package.

6. Training package implementation

Given the unique nature of the Foundation Skills Training Package it is unsurprising that the consultation process identified many potential barriers to implementation. Consultation participants recognised that the introduction of the Foundation Skills Training Package raises significant policy issues that will need to be addressed for the training package to be effectively implemented.

The following areas of concern were identified by consultation participants:

- funding mechanisms, nominal hours and resourcing
- potential for use as a barrier or screening tool
- access to suitably qualified practitioners
- availability of appropriately contextualised support resources
- availability of diagnostic tools to identify learner needs
- impact on existing accredited courses
- consistency with other national initiatives in the VET and schools sector.

These areas of concern have the potential to affect the usability and uptake of the Foundation Skills Training Package. Throughout the training package development process IBSA will engage with key policy-makers, including State/Territory Training Authorities, ASQA, DEEWR, the Australian Curriculum, Assessment and Reporting Authority (ACARA) and schools sector bodies to consider a range of implementation issues.

In particular, further consideration needs to be given to:

- links to the National Foundation Skills Strategy for Adults 2012
- connections with the development of Australian Trade Cadetships
- implications of the development of an Employability Skills Framework
- opportunities for the development and funding of approaches to diagnostic assessment.

Many training package implementation issues are outside of IBSA's scope as an Industry Skills Council. As one consultation workshop attendee stated:

IBSA needs to offer the broadest flexibility and range of choices and rely on the professionalism of deliverers to ensure that it is used appropriately.

One area of implementation where IBSA does have a role to play is in the provision of professional development for training package users. A concerted professional development effort will be needed to support the roll-out and implementation of the Foundation Skills Training Package. The training package will demand new skills of vocational practitioners and of foundation skills specialists.

Recent research by Black and Yasukawa³ includes recommendations for VET pedagogy and professional development to support effective integrated LLN support for VET. These recommendations provide a useful basis for building professional development approaches for the Foundation Skills Training Package. In addition, written submissions received by IBSA during the scoping process include many insightful suggestions for building the skills of the VET workforce. These suggestions will be used to inform IBSA's discussions with DEEWR and relevant parties to plan professional development that supports the implementation of the Foundation Skills Training Package.

Recommendation 14: IBSA will work with DEEWR to prepare appropriate approaches for VET workforce professional development to support the implementation of the Foundation Skills Training Package.

7. Training package development and review process

7.1 Development

NQC principles for the Foundation Skills Training Package require that 'development will involve extensive consultation and input from industry' and also that 'development of the training package will include extensive consultation and input from LLN and foundation skills experts'.

While consultation for the scoping phase of IBSA's project has reached many stakeholders, obtaining direct industry input is difficult. Industry stakeholders often have limited time available for consultation, particularly in 'generic' areas that may not be immediately recognised as relevant to

³ Stephen Black and Keiko Yasukawa (2011), *Working Together: Integrated Language, Literacy and Numeracy Support in Vocational Education and Training*, Centre for Research in Learning and Change, University of Technology Sydney

their operations. Despite this challenge, efforts will need to be made during the development phase to ensure that the training package development is informed by the needs of industry.

Ongoing consultation will also be required with LLN and foundation skills experts. Once a training package developer has been contracted, IBSA intends forming a national advisory group of foundation skills experts to provide input into the development process.

The development process will also be informed and guided by the *Foundation Skills Approach* developed by the National VET Equity Advisory Council (NVEAC) to ensure the training package meets the needs of all potential learners. A copy of the Foundation Skills Approach is included in Appendix F.

7.2 Review

NQC principles for the Foundation Skills Training Package require that ‘the purpose, appropriateness and effectiveness of the training package will be reviewed 12 months from its endorsement’.

Considering that for many training package users implementation does not start in earnest until almost 12 months after endorsement, many consultation participants have expressed surprise over the early review requirement. A review 12 months after endorsement will provide little information on how the training package is being used and virtually no data on outcomes.

However, the 12 month review period could be viewed as an opportunity to pilot a variety of approaches to implementation. Through the consultation process a number of organisations have expressed interest in participating in trialling or piloting processes.

Recommendation 15: IBSA will work with DEEWR to put pilot studies and other information gathering mechanisms in place to inform an early review of the Foundation Skills Training Package.

8. Recommendations for training package development

This scoping report has identified 15 recommendations to guide IBSA’s work on the development of the Foundation Skills Training Package. They are:

Training package scope and purpose

1: The scope of the Foundation Skills Training Package should be clearly identified in the training package and in any user information or advisory material produced during the development and implementation processes.

2: The Foundation Skills Training Package is not intended to be the only solution for adult foundation skills development. Its purpose is to support learners pursuing vocational pathways, including secondary school students. Other options for a variety of adult learners and contexts will continue to be necessary.

Training package content

3: The Foundation Skills Training Package will include units, qualifications and Skill Sets that explicitly build Employability Skills and the five core skills described by the Australian Core Skills Framework.

4: The Foundation Skills Training Package will include a specific focus on the vocational preparation and digital literacy skills required for successful transitions into and within the workplace.

‘Bank’ of units

5: The Foundation Skills Training Package will include a ‘bank’ of approximately 50 foundation skills units based on the core skills, Employability Skills and digital literacy skills required to support successful outcomes from vocational qualifications at all AQF levels.

Skill Sets

6: The Foundation Skills Training Package may identify a limited number of Skill Sets that package combinations of foundation skills units for specific vocational pathway purposes if these have industry support.

Qualifications

7: The Foundation Skills Training Package will contain two Certificate I qualifications and one Certificate II qualification that provide preparatory and enabling pathways into the workforce or vocational training.

8: The Certificate I and II qualifications will be based on units that combine Employability Skills and core skills to provide skills that are meaningful in the workplace.

9: The Certificate I and II qualifications will have the flexibility to import elective units from accredited courses and vocational qualifications. Recommended vocational electives will be identified in the qualifications.

10: The contracted Training Package developer will use the qualification structure described in this paper as the basis for the development of the Certificate I and II qualifications. Further consultation with stakeholders during the development process may result in changes to the proposed structure to accord with user needs.

Companion volume

11: The companion volume/s for the Foundation Skills Training Package will contain specific guidance and models for implementation including, but not limited to: training package scope and purpose; guidance on contextualising for vocational requirements; recommended delivery approaches; using holistic assessment; and accessing advice and expertise.

Delivery requirements

12: The Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice, or equivalent, will be specified in the Foundation Skills Training Package as the minimum requirement for delivery. Recommended delivery approaches in the companion volume will identify strategies for ensuring that appropriate combinations of vocational and foundation skills expertise are used.

13: IBSA will develop audit guidance, including a focus on delivery requirements, to assist ASQA with quality assurance of the implementation of the Foundation Skills Training Package.

Professional development

14: IBSA will work with DEEWR to prepare appropriate approaches for VET workforce professional development to support the implementation of the Foundation Skills Training Package.

Training package review

15: IBSA will work with DEEWR to put pilot studies and other information gathering mechanisms in place to inform an early review of the Foundation Skills Training Package.

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Appendix A: Foundation Skills Principles

The Foundation Skills Training Package will align with the principles of:

1. Integrated delivery
2. Fairness and equity
3. Industry leadership
4. Quality delivery
5. Quality products

Principles	Guidelines
<i>Integrated delivery</i> <ul style="list-style-type: none"> • Vocational contexts • Vertical integration across levels • Embedding of foundation skills within vocational competencies 	<ul style="list-style-type: none"> • Foundation skills should be integrated and contextualised within meaningful vocational contexts. • Foundation skills units can be integrated into vocational qualifications across all AQF levels: <ul style="list-style-type: none"> ○ by ISCs where there is an identified industry need; or ○ by RTOs within the confines of the NQC's flexible packaging rules policy. • Foundation skills will continue to be embedded within vocational competencies as per the requirements of the Training Package Development Handbook. • Delivery will be supported by models of good practice within a Companion Volume, including: <ul style="list-style-type: none"> ○ vertical integration of foundation skills units across all levels of the AQF; and ○ strategies for integrating and contextualising foundation skills within vocational qualifications.
<i>Fairness and equity</i> <ul style="list-style-type: none"> • Meeting diverse learner needs • Access to training • Participation and pathways 	<ul style="list-style-type: none"> • The diverse needs of learners will be the central consideration in the design and content of the Training Package. • Foundation skills qualifications may not be listed as an entry requirement for vocational qualifications. • Advice will be provided to RTOs, industry, and employers about the purpose, benefits and appropriate use of the Training Package.
<i>Industry leadership</i> <ul style="list-style-type: none"> • Engagement, input and endorsement 	<ul style="list-style-type: none"> • Development will involve extensive consultation and input from industry. • Other non-industry-specific Training Packages or frameworks will not be developed.
<i>Quality delivery</i> <ul style="list-style-type: none"> • Quality assurance under AQTF • Skilled trainers and assessors 	<ul style="list-style-type: none"> • Foundation skills will attract the same status under the AQTF as vocational competencies. • Compliance in delivery and assessment of foundation skills will be supported by dedicated AQTF auditing strategies. • Foundation skills can only be delivered by trainers and assessors who have vocational competencies in teaching language, literacy, numeracy and other foundation skills.
<i>Quality products</i> <ul style="list-style-type: none"> • High standards for development • Foundation skills expertise • Continuous improvement 	<ul style="list-style-type: none"> • Foundation skills will be subject to the same rigorous development, quality assurance and endorsement processes as Training Packages. • Development of the training package will include extensive consultation and input from LLN and foundation skills experts. • The purpose, appropriateness and effectiveness of the training package will be reviewed 12 months from its endorsement.

Appendix B: Targeted consultations

National Project Reference Group members

Marie Persson, Skills Australia Board (NPRG Chair)
Anne Blythman, Central Institute of Technology
Michael Taylor, Australian Industry Group
Sue-Ellen Evans, Community Services and Health Industry Skills Council
Paula McKenry, Kangan Institute of TAFE
Bob Paton, Manufacturing Skills Australia
Denise O'Brien, Centre for Adult Education
Elizabeth McGregor, National VET Equity Advisory Committee
Tim Shipstone, Australian Council of Trade Unions
Kathryn Shugg/Jen Coghnan, Department of Education, Employment and Workplace Relations
Rosalie Staggard, Innovation and Business Skills Australia
Yvonne Webb, CHARTTES Training Advisory Council, NT

National Access Education Leaders' Network members

Lindsay McGarrity, Social Inclusion and Vocational Access Unit, TAFE NSW
Anne Cosentino, Centre for Vocational Pathways, Chisholm Institute, Victoria
Phillip Barrow, Lead Institute Product Manager, Metropolitan South Institute of TAFE, Queensland
Lyn Southam, AMEP, Access and Community, Polytechnic West, WA
Genevieve Haskett, Education Programs and Services, TAFE SA
Alison Horch, Quality Leader, Tasmanian Polytechnic
Jackie Wenner, CIT Vocational College, ACT
Wendy Kennedy, Centre of Access and ESL, Charles Darwin University, NT

ISC representatives and Training Package developers

Jeannie Cotterell, AgriFood Skills Australia
Peter Miller, Auto Skills Australia
Sue-Ellen Evans, Community Services and Health ISC
Joan Whelan, Construction and Property Services ISC
Anthony Plevy, EE-Oz Training Standards
Renee Playford, EE-Oz Training Standards
Michael Hartman, Forestworks
Antoinette Hewitt, Forestworks
Grant Collis, Forestworks
Lisa Giammarco, Government Skills Australia
Lina Robinson, Service Skills Australia
Eddie Hardman, Innovation and Business Skills Australia
Linda Arnold, Innovation and Business Skills Australia
Bob Paton, Manufacturing Skills Australia
Brian Cobb, Manufacturing Skills Australia
Jane Newton, Manufacturing Skills Australia
Therese Ma, Service Skills Australia

Paul Humphreys, Skills DMC
Kerrie-Anne McPhee, Transport and Logistics ISC
Janine Barrett, Transport and Logistics ISC
Cameron Baker, Transport and Logistics ISC
Jana Scmazzon, Facilitator ISC Foundation Skills Network
Christine Haines, Miles Morgan Pty Ltd
Marnie Kennedy, Miles Morgan Pty Ltd

Queensland Schools Sector

Ian Fyfe, Queensland Studies Authority
Bob Knight, Queensland Catholic Education Commission
Robyn Laurens, Independent Schools Queensland
Vanessa Pye, Queensland Studies Authority
Meg Quinn, Department of Education and Training, Queensland

NT Schools Sector

Shelley Worthington, NT Department of Education and Training

Employer representatives

Jenny Lambert and Stephen Bolton, ACCI

Australian Council of Trade Unions

Ian Curry, Australian Manufacturing Workers Union
Paul Bastian, Australian Manufacturing Workers Union
Stuart Maxwell, Construction, Forestry, Mining and Energy Union
Lindsay Fraser, Construction, Forestry, Mining and Energy Union
Therese Bryant, Shop Distributive and Allied Employees' Association
Christina Ong, Queensland Council of Unions
Tim Shipstone, Australian Council of Trade Unions

Appendix C: Written submissions received

Individuals

Janine Crawford, VET Learning Consultant
Sue Hughes, VET auditor and compliance specialist
Joanna Hull, Centacare WA
Darren Grainger, Healesville Learning Centre
Daniela Murray, Adult Literacy and Numeracy Facilitator
Pamela Owen, CIT Vocational College
Steve Salter, smallPRINT
Rhonda Roe, True North Education and Training
Keiko Yasukawa and Stephen Black, University of Technology Sydney

Organisations

Adult Learning Australia
Australian Securities and Investments Commission
C.Y. O'Connor Institute
Campbell Page
Catholic Education Commission NSW
Cooperative Learning Ltd
Council for Adult Education
Great Southern Institute of Technology, WA
National Access Education Leaders' Network
National VET Equity Advisory Council
Northern Melbourne Institute of TAFE
NSW Adult Literacy and Numeracy Council
Office of the Board of Studies, NSW
Queensland Council for Adult Literacy
Service Skills Australia
State Training Services, NSW Department of Education and Communities
The Learning Workshop, Queensland
Victoria University
Western Australian Adult Literacy and Numeracy (ALaN) Network
Western Australian Adult Literacy Council

Appendix D: Public workshop participants

Brisbane videoconference – 31st September 2011

Rod Harris, Queensland VET Development Centre
Julie MacDonald, Barrier Reef Institute of TAFE, Townsville
Les Retford, Queensland VET Development Centre
John Tucker, Skills Tech Australia, Acacia Ridge
Lisa Urbacker, Southern Queensland Institute of TAFE, Toowoomba
Khursheed Ward, Queensland VET Development Centre

Brisbane workshop – 3rd October 2011

Anthea Brazel, Department of Employment, Economic Development and Innovation
John Buchanan, Carrick institute of Education
Elene Claire, TAFE English Language and Literacy Services
Stewart Cooke, Skills Alliance
Charmaine Davis, Southern Queensland Institute of TAFE
Frank Doherty, Southbank Institute of Technology
John Dwyer, Velg Training
Sharon Galloway, Skills Alliance
Judy Gronold, Queensland VET Development Centre
Donna Kahler, SkillsTech Australia
Ann Kelly, Griffith University
Cathie Kerle, Queensland VET Development Centre
Bob Knight, Queensland Catholic Education Commission
Suzanne Lunn, Education Queensland
Cathy Malone, Department of Education and Training
Adele Marchant, Skills Investment
Fay Mercieca, STEPS Training
Monica Mitchell, Monica Mitchell Consulting
Gwen Moroney, First Impressions Resources
Karen Murray, Queensland Police Service
Geraldine Polkinghorne, ELVA Pty Ltd
Denise Poole, Transport and Logistics Industry Skills Council
Paquita Rasmussen, Queensland Police Service
Les Retford, Queensland VET Development Centre
Tom Rowe, TAFE English Language and Literacy Services
Chris Schluter, Career Employment Australia
Anne Smith, Southern Queensland Institute of TAFE
Deb Symes, Southbank Institute of Technology
Sue Tremellen, STEPS Training
Ian Vallely, Southbank Institute of Technology
Margaret Wagstaff, TAFE English Language and Literacy Services (TELLS)
Stephen Ward, Metropolitan South Institute of TAFE

Cairns workshop – 4th October 2011

Pamela Bigelow, Tropical North Queensland TAFE
Kelli Boulton, Ignite Performance Solutions
Brandt McDonald, Dedicated Training and Consulting Group
Bob Milgate, Tropical North Queensland TAFE Cairns
Deb Nolan, Training Connections Australia
Brenda Ryle, Tropical North Queensland TAFE
Paul Willis, Training Connections Australia

Darwin workshop – 5th October 2011

Tony Bowland, Batchelor Institute
Lesleigh Cartwright, STEPS Group
Deb Carr, Dovaston Training and Assessment Centre
Anna Coneybeer, Northern Territory Correctional Practice
Susan Considine, Department of Education and Training
Robert Fenlon, Batchelor Institute
Di Fong, Northern Territory
Heather Hamilton, Department of Education, VET in Schools
Amanda Howden, Department of Education and Training
Joanne Kearney, DCC
Wendy Kennedy, Charles Darwin University
Claire Kilgariff, Batchelor Institute
Terry Lawuer, Transport, Engineering and Automotive Training Advisory Council
Victorie Markwick-Smith, Batchelor Institute
Judith McKay, Human Services Training Advisory Council
Pauline Meehan, Jobfind Centres Australia
Sally Morris, Red Cross College
Julian Mou, CHARTTES Training Advisory Council
Glenn Newling, Batchelor Institute
Andrew Oliver, DET VET in Schools
Shane Pitt-Lancaster, Dovaston Training and Assessment Centre
Liz Reid, National VET Equity Advisory Council
Hugh Roberts, Chamber of Commerce NT
Angus Skeoch, Department of Education and Training NT
David Sheasby, STEPS Group
Margo Smith, Batchelor Institute
Jasmine Weetra, Service Industries Training Advisory Council
Archie Wright, Major Industries Training Advisory Council

Perth workshop – 6th October 2011

Ian Andrews, Community Services and Health and Education Training Council
Justine Bradney, Great Southern Institute of Technology
Christine Duckham, Community Services and Health and Education Training Council

Jo Hart, C Y O'Connor Institute
Margaret Jack, Department of Training and Workforce Development
Tony King, Great Southern Institute of Technology
Rowena Maling, Challenger Institute of Technology
Paul Muenchow, FutureNow
Teresa O'Brien, C Y O'Connor Institute
Sharon Ross, C Y O'Connor Institute
Helen Smith, Durack Institute of Technology
John Smoker, South West Institute of Technology
Annette Thompson, Association for the Blind of WA
Jan Upton, Financial Administrative and Professional Services Training Council
Yvonne Webb, CHARTTES Training Advisory Council, NT

Adelaide workshop – 7th October 2011

Jo Ankor, Community Arts Network SA
Cheryl Bald, SA Department of Further Education, Employment, Science and Technology
Helen Bowen, SA Department of Further Education, Employment, Science and Technology
Trish Branson, Community Centres SA
Rob Brennan, Department of Education, Employment and Workplace Relations
Ian Buchanan, SA Department of Further Education, Employment, Science and Technology
Monika Bullock, Subrosa Solutions Pty Ltd
Kristy Byfield, DFEEST – Foundation Skills Unit
Fiona Byford, Career Systems
Wing-Yin Chan Lee, TAFE SA
Warwick Cheate, DFEEST – Foundation Skills Unit
Kolin Finlay, Department of Education, Employment and Workplace Relations
Lyn Florance, Work Skil Inc
Anne Gilleade, TAFE SA
Teresa Howie, TAFE SA
Meredith Jackson, Wide Bay TAFE and ETCH Consulting
Sharron Jones, Community Partnerships @ Work
Kun/Scott Lu, University of South Australia
Ross Manthorpe, Rural Skills Australia
Luke Mardling, ARA Jobs
Julieann Mayle, Community Partnerships @ Work
Alistair Maccallum, Nexus Training
Suzy McKenna, SA Department of Further Education, Employment, Science and Technology
Lee Morgan, smallPRINT
Graham Oades, Service Skills SA
Tim Salisbury, AWC Training Pty Ltd
Steve Salter, smallPRINT
Tracy Schirmer, Nexus Training
Kita Scott, TAFE SA Regional
Roy Travers, Nexus Recruitment and Training

David Troup, SA Department of Education and Children's Services
Maggie Williams, Don't Overlook Mature Expertise

Melbourne workshop – 10th October 2011

Fotina Babalis, Northern Melbourne Institute of TAFE
Nina Bekker, Morrisons
Tina Berghella, Oggi Consulting
Alex Bernhardt, MESAB
Mary-Ellen Blackburn, Kangan Institute of TAFE
Sevil Cakmak, Newskills Ltd
Stephanie Chung, Holmesglen Institute of TAFE
Laura Collins, Aspire Learning Resources
Frances Coppolillo, Northern Melbourne Institute of TAFE
Anne Cosentino, Chisholm Institute of TAFE
Matthew Dale, TRY Australia
Liz Davidson, VICTESOL
Sally Dusting-Laird, The Avenue Neighbourhood House
Annabel Eager, Skills Victoria
Jan Hagston, Multifangled
Sherry Hayward, Business Skills Victoria
Kath Hinton, TAFE NSW – Riverina Institute
Jennifer Lees, Victoria University
Koula Lykourinos, Victoria University
Jayne Mark, Newskills Ltd
Jane Materia, Swinburne University of Technology
Philippa McLean, Consultant
Peter Murphy, RMIT University
Frances Newell, Victoria University
Rhonda Pelletier, Fiveways Training Support
Paul Rawlinson, Glenroy Neighbourhood Learning Centre
Bloss Robertson, RMIT
Annie Russell, Northern Melbourne Institute of TAFE
Virginia Saint-James, Victoria University
Jana Scomazzon, LTG
Jacky Springall, AMES
Anne Taib, Victoria University
Sharon Templeman, Swinburne University of Technology
Dave Tout, ACER
Luke Treadwell, AMES Victoria
Rita Trotta, Yooralla – Adult Education
Baia Tsakouridou, RMIT
Alison Wall, Victorian Curriculum and Assessment Authority
Louise Wignall, Wignall Consulting Services
Bairbre-Terese Williams, Bendigo TAFE

Sally-Anne Wilkinson, Victoria University
Sandra Wolfe, Bendigo TAFE
Linda Wyse, LWA
Antonella Zandegu, Victoria University

Hobart workshop – 14th October

Harry Atkinson, Work & Training
Lizzie Conway, LINC Tasmania
Di Cusick, Sorell School
Jennifer Dunbabin, Skills Tasmania
Cathy Hope, Tasmanian Polytechnic
Helen Hornsby, Work and Training
Alison Lovell, Industrylink Training
Nina McMahon, Industrylink Training
Veronica (Fin) McShane, LINC Tasmania (Department of Education)
Andrea Noble, MEGT
Sue Shegog, Learning Partners
Liz Webster, TCAL; Webster's English

Canberra workshop – 17th October

Juanita Caddy, Department of Education, Employment and Workplace Relations
Jeannie Cotterell, AgriFood Skills Australia
Grant Dunn, Campbell Page
Steve Forsyth, TAFE NSW – Riverina Institute
Liz Greenwood, Industry Workforce Development
Alison Irwin, Department of Education, Employment and Workplace Relations
Alex Maroya, Master Builders Australia
Belinda Muir, Catholic Education Office, Canberra Goulburn
Pamela Owen, Canberra Institute of Technology
Mark Pincott, Construction and Property Services Industry Skills Council
Lindsay Stanford, Campbell Page
Amanda Thomas, Transport and Logistics Industry Skills Council
Kay Websdale, Canberra Institute of Technology
Alison White, Catholic Education Office
Juliet Zeiter, Australian Securities and Investments Commission

Sydney workshop – 18th October

Sharni Adamietz, AETD, Department of Education and Communities
Shirley Agnew, TAFE NSW
Denise Andrews, AETD, Department of Communities
Christine Austin, TAFE NSW
Ian Balcomb, NSW Board of Studies

Glen Bennett, Vocational Education in Schools Directorate
Paul Bradley, TAFE NSW – Sydney Institute
Anne Brecht, JobQuest
Kathleen Boittier, DEEWR
Catherine Brown, TAFE NSW – Western Sydney Institute
Cary Buecher, TAFE NSW – Illawarra Institute
Irene Calligeris, TAFE NSW
Ka Chan, JobQuest
Andrea Cingi, youthconnections.com.au
Brian Cobb, Manufacturing Skills Australia
Kylie Colman, Break Thru People Solutions
Jude Cooke, TAFE NSW
Denver Craig, Think: Education
Anna Cunningham, TAFE NSW
Steven Davison, Department of Human Services
Carla Dawson, MTC Training Solutions
Doug De Cean, 0-1 Sydney
Mark de Plater, TAFE NSW – North Coast
Leon Drury, Manufacturing Skills Australia NSW ITAB
Kirsten Elliott, ACE North Coast Lismore
Sue Ellyard, TAFE NSW
John Felvus, Nepean College
Jill Finch, TAFE NSW – Sydney Institute
Kathy Finigan, TAFE NSW – Illawarra Institute
Anne Finnane, TAFE NSW – Training and Education Support Industry Skills Unit Meadowbank
Terrie Gardner, The Parramatta College
Michelle Gnocchi, TAFE NSW
Maxine Greenfield, TAFE NSW – Western
Jan Howard, NSW ACE
Paul Humphreys, SkillsDMC
Michele Jackson, At.All.Events Pty Limited
Caroline Kane, TAFE NSW
Jill King, TAFE NSW – Hunter Institute
Hilda Kooper, OTEN-Western Sydney Institute
Christine Leys, TAFE NSW – Western Institute
Kay MacDonald, TAFE NSW – Hunter Institute
Joanne Medlin, TAFE NSW
Deborah Neill, TAFE NSW – Western Sydney Institute
Denise Newton, TAFE NSW – Western Sydney Institute
Katherine Nicholson, NSW Teachers Federation
Dilys Norrish, OTEN - TAFE
Len Parkes, TAFE NSW – North Coast
Jonathan Pearce, TAFE NSW – Sydney Institute
Richard Perin, Department of Education and Communities
Janet Phillips, Adult Education and Vocational Training Institute – Corrective Services NSW

Ailsa Pickering, Navitas English
Wendy Pullicin, TAFE NSW – Social Inclusion and Vocational Access
Micky Quill, TAFE NSW – Sydney Institute
Sandy Rogers, TAFE NSW – South Western Sydney Institute
Jill Rohrer, TAFE NSW – Sydney Institute
Caecilia Roth, YWCA NSW
Irene Sheehan, TAFE NSW – Illawarra Institute
Cheryl Smee, TAFE NSW
Stephen Smith, Manufacturing Skills Australia
Warren Smith, TAFE NSW – Hunter Institute
Cliff Trood, TAFE NSW – North Coast
Debra Urquhart, Department of Education, Employment and Workplace Relations
Ruth Walker, Cooperative Learning Ltd
Jon Ward, Campbell Page
Mark Whitehead, TAFE NSW
Alastair Wilson, Service Skills Australia
Lyn Wilson, TAFE NSW – Sydney Institute
Geraldine Wood, Mission Australia
Claire Wright, TAFE NSW – Training and Education Support
Lesley Yasso, TAFE NSW
Keiko Yasukawa, NSW Adult Literacy and Numeracy Council

Appendix E: Summary of feedback from public consultations

A series of public consultation workshops was held to gather input from a wide variety of stakeholders. Workshops were held in:

*Brisbane – 3rd October 2011
Cairns – 4th October 2011
Darwin – 5th October 2011
Perth – 6th October 2011
Adelaide – 7th October 2011
Melbourne – 10th October 2011
Hobart – 14th October 2011
Canberra – 17th October 2011
Sydney – 18th October 2011*

Feedback was gathered from workshop participants using ten questions contained in the consultation paper. This summary represents the range of responses received to each question during the public consultation process. No attempt has been made in this summary to adjudicate between conflicting responses or to judge the merit of individual comments.

1. Are there other learner groups or other reasons for learners to use the Foundation Skills Training Package?

New potential learners identified:

- Secondary school students:
 - Support for skills that have not been developed in earlier years of schooling
 - Useful for disengaged students required to stay on until age 17
 - Include in VET programs to underpin vocational units
 - Make compulsory at years 10-12; align to school curricula; minimum requirement for QCE
 - Requires Board of Studies endorsement for use in school system
 - Links to development of National Trade Cadetships
- Upskilling VET staff/trainers:
 - Foundation skills required to participate in ongoing upskilling and professional development
 - Digital literacy is increasingly important, there are significant gaps in trainers' skills in using technology

Learners who should be taken into account in development:

- Disadvantaged learners:
 - Prisoners and those in immigration detention
 - Educationally challenged: learning/sight/foetal alcohol syndrome, physical and mental disability, acquired brain injury
 - Indigenous

- Early school leavers or those with significant interruption to schooling (e.g. refugees)
- Long term unemployed, jobless families
- Missed out on AMEP
- Workers in supported workplaces
- People seeking to enter/re-enter the workforce:
 - Mature aged workers made redundant or facing retrenchment
 - Rehabilitation from injury, accident and trauma
 - Parents and carers
 - Underemployed, outworkers, casual workers and those in intermittent/itinerant employment
 - Non-English speaking migrants with existing vocational skills
 - Those moving from AMEP into active job-seeking
 - LLNP learners
 - Career transition, especially for those with low confidence and low learning skills
 - Apprenticeship preparation
- Existing workers:
 - Moving into management or supervisory positions
 - Workplace mentors, trainers and coaches
 - Those with no previous formal training and changing workplace demands
- Community-based learners
 - Volunteers
 - Indigenous adults in remote communities
 - Migrants with very low English language skills, not yet ready to look for work
 - Retirees and others building skills for personal, family and community purposes
- University students

Specific learner examples:

- Diploma level nursing students need support with maths, referencing, study skills, computer skills
- Accounting learners at higher levels need numeracy support to undertake a required statistical unit
- Business studies learners need literacy and numeracy support when learning to use MS Excel
- New migrants starting a business need support with a range of foundation skills

2. Is the proposed content appropriate for learner needs? Should there be more emphasis on the employability skills, or vocational preparation, component of foundation skills?

More emphasis on vocational preparation required:

- Important for VET in schools and workforce entry and those from different cultural backgrounds who may not understand Australian workplace culture
- Employability Skills can provide content, but it needs to be contextualised: workplace communication, teamwork, problem solving, use of technology, learning to learn, planning and organising (these are often the biggest barrier to successful completion of Certificate II in trade areas)

- Contextualisation of vocational preparation areas can allow employer input on workplace expectations, e.g. mobile phone use, professional conduct
- How to behave in the workplace – behavioural skills: shaking hands, showing respect, punctuality, not mucking around, OHS awareness, work ethics
- Career development units should be a core focus; career education and development incorporating skills to be life-long learners, self-awareness, industry research, decision-making, proactive career planning
- Difficult to make this content generic, but it needs to be able to adapt as technology, workplace culture and expectations change over time.
- Oral communication combines well with Employability Skills of teamwork, problem solving and communication, providing a context for learners to acquire and demonstrate their oral communication skills
- ‘Learning’ core skill combines well with Employability Skills of initiative and enterprise, and planning and organising
- IBSA already has some ‘preparing for work’ type content in the BSB package.

Suggests areas for inclusion:

- Digital literacy and/or use of technology
- Financial literacy
- Sustainability/green skills: critical thinking, systems thinking, participation, networking and eco-literacy
- Social inclusion: cultural/disability/CALD awareness, community awareness, ethics, civic engagement, personal advocacy, understanding social and cultural context of employment (foundation skills need to EMPOWER)
- Self-development: learning needs and styles, positive psychology, self-esteem, life-planning, self-management, people skills, study skills, time management

Comments:

- Numeracy should not be confused with high level mathematical skills
- Smallish units – some industries only need a small amount of measuring (e.g. hospitality)
- Units need stand-alone outcomes
- Units should not be so narrowly defined that they cannot be contextualised, if units are too narrow it will result in fragmentation of learning, is contrary to good teaching practice and prevents development of foundation skills. Also you will need too many of them and transferability won’t be possible.
- Unit titles will be very important, especially at Certificate IV and Diploma level – elective unit names need to look good as part of their certificate
- Importing foundation skills units as an elective will scare a lot of people off, but done in conjunction with a vocational unit and not assessed (not listed on statement of attainment) may be a better option for many learners.
- Must be flexible and contextualisable to the learner and the situation; need to support vocational achievement, not be separate from vocational experience

- Vocational skills and foundation skills need to be integrated. Funding, time available and packaging rules make it problematic to include additional stand-alone units from FSTP
- If units do not have an AQF level, what will it say on the statements of attainment?
- If the units do not have AQF levels there may be students who will undertake these units more than once, e.g. measurement at cert III level, measurement at cert IV. While this contextualisation is valid it will appear as repetition of units to employers and business groups.

3. Should the Foundation Skills Training Package include ‘high level’ skill sets that provide pathways for career development, further training and/or higher education?

Possible areas for skill sets:

- Apprentice bridging courses
- Preparation for qualifications in accountancy
- High level communication skills: negotiation, persuasion, facilitation, coaching/feedback
- Preparation for people entering higher education programs
- Maths for engineering, literacy for community services, oral communication for nursing
- High level ‘attitude’ needed
- Moving into management level, e.g. frontline management
- Useful for skilled migrants with ESL

Comments:

- A ‘smorgasbord’ approach could work for a range of learners
- Skill sets are good for employers wanting just enough/just in time skills development in these areas
- In many cases these skills exist as competencies in existing packages, i.e. produce financial reports, advanced report writing. Foundation is foundation.
- There are already foundation skills for supervisors in RII09 (3 units)
- Public sector training package has same core skills for all qualifications – considered government foundation (at each level)
- A diploma qualification gives recognition for university entry. Learners undertaking this may need foundation skills help, but not necessarily a foundation skills qualification.
- We already have state accredited courses that are more appropriate as pathways into higher education – FSTP is vocationally oriented
- Our RTO has an internal course called ‘Foundation Studies’ that teaches people how to reference, how to analyse questions/readings, how to structure an assignment, how to research, etc
- This is referred to as Adult Tertiary Preparation (ATP) in Queensland

4. Should more, or less, vocational content be required? Should the qualifications allow electives to be imported from accredited courses?

Comments on content for Certificate I and II qualifications in Foundation Skills:

- Digital literacy – encompassing use of technology, information handling, critical thinking and evaluation – should be part of the core
- A vocational preparation unit should be included in the core. Maybe core ‘learning’ unit could be more focussed on Employability Skills with learning embedded into it – this might seem more relevant to employers and learners
- ‘Learning’ unit in the core could be used to focus on planning of pathways, options – putting learners in touch with career advice, financial support
- Some of the ‘vocational’ content should be generic employability skills development that lays the foundation for more specific vocational training. Many learners will not understand all of their vocational options, the certificates should introduce them to ‘allied’ vocational areas and open doors that the learner didn’t know existed. Contextualising for specific vocations is not a reality at ACSF level 1 and 2.
- ‘Soft skills’ are more important than real vocational content for many of these learners. Secondary school students in particular need more emphasis on employability skills/vocational preparation. Maybe separate qualifications within this package are needed to cater for their needs.
- A number of Employability Skills type units have already been developed for access education curricula and would be useful here
- A strong vocational component motivates learners to stay engaged. Flexibility rules should allow up to 1/6 of the content to be vocational.
- One required vocational unit is sufficient, there is provision to import more if needed.
- LLNP vocationally specific programs may need the capacity to have more vocational content
- The imported vocational unit could be ‘co-requisite’ with the foundation skills units so that they will be contextualised. It is essential that the LLN content is contextualised totally for the vocational area.
- The Certificate I should not require inclusion of a vocational unit – who will teach it?
- Certificate I could have a bigger emphasis on preparatory skills than the Certificate II which might include more technical/vocational content
- OH&S could be included in the vocational stream
- Available content will need to address the needs of ESL learners with sufficient units for language development

Comments on qualification structure:

- Flexibility is required to make the qualifications relevant to the learner. Existing accredited courses can provide ideas and examples of flexibility and structure options, especially NSW CEET and Queensland CSET
- 12 units for Certificate I is too much
- 12 units for Certificate II is too small to be equivalent to other certificate II qualifications
- Learners with very low skill levels will not be able to achieve significant outcomes with the small number of core units required in each skill area
- Proposed structure would suit the DEEPI Skill Queenslanders for Work Program (participants are employed and paid wages for learning on the job for up to six months) – but would require exemption from the 1/6 rule

- Might want to restrict importation to same certificate level, not one up one down. Packaging rule should require that imported units are from AQF levels 1 or 2.
- Imported electives should be in recommended groups or 'clusters'; importation rules need to be specific e.g. 'low risk VET units' ensure that the elective choice does not compromise eligibility to get traineeships in future. Vocational electives must be broad options included in companion documents – support the idea of suggested list of units for inclusion.
- Too much flexibility in the core will work against consistency of outcomes and widespread understanding of the qualifications among employers and potential users. The use of electives should provide enough flexibility, core content should be fundamental even if some of it is addressed through RPL. Maybe some different qualifications will be required to meet the needs of different types of learners.
- If the TP complies with current TP policy then it won't necessarily serve the needs of vocational pathways.
- Streams for sustainability skills, personal advocacy and intercultural communication should be incorporated
- IBSA needs to offer the broadest flexibility and range of choices and rely on professionalism of deliverers to ensure that it is used appropriately
- Pre Certificate I pathways are needed for vocational preparation
- The qualification structure needs to sustain learner's interest and allow them to pass through quickly or do it in chunks
- Importing from accredited courses would benefit many learner cohorts and provide greater flexibility – although will need to guard against the importation of content that duplicates that already included in the FSTP certificates
- AQF level descriptors should provide information on differences between the Certificates I and II: certificate I – broad gateway into trades, topics common to all, e.g. OH&S. Certificate II – some streaming, e.g. technical/trade, service oriented (community, business)

Other comments:

- Employers/users need to know what they can expect from someone coming out of a Certificate II
- Certificate II could be good for pre-vocational courses, some target learners would be happy to have this qualification
- Foundation skills qualifications would be useful in some industries (e.g. transport and logistics) where migrants have vocational skills from their home country but need to develop LLN skills. These qualifications may support better conversations between employers and LLNP providers about contextualisation and making connections with vocational pathways
- The qualifications could be used with apprentices doing their block training – used for team-teaching, piggy backing on class time for the vocational program. Would be useful if the length of the foundation skills certificate matched the vocational program it was being paired with so that support could be provided over the whole duration.
- There are existing qualifications in this area. If the aim is to create a national framework then it should be promoted as such.

5. Are the titles of these qualifications appropriate? Should an attempt be made to differentiate foundation skills qualifications (through the use of bracketed titles) according to which elective groups are selected?

Comments on qualification titles:

- Titles of units and qualifications need to be carefully chosen to reflect the content without deterring potential learners or employers. 'Foundation skills' doesn't mean anything to employers, but the content of these qualifications is potentially relevant, particularly in times of skill shortage. Employers want these skills.
- Might get to a point in future when the foundation skills qualifications are recognised because there is greater recognition for the need for these skills in industry, but that will require consistency of use (and name) over time
- Foundation skills labelled with the vocational area might be useful, but learners might be railroaded into vocational areas that they didn't intend. Differentiation may be too restrictive and confusing, e.g. Certificate II in Foundation Skills (Automotive) is not equivalent to Certificate II in Automotive but users may have trouble working out the difference from the title.
- It may be appropriate to differentiate qualifications in some way if a significant vocational stream is included (e.g. if three related vocational electives are included). The flexible use of bracketed titles could encourage people to take up the qualification and feel they are getting somewhere along a career pathway. Perhaps different qualification titles could be used for industry contextualisation, but this might be if the qualifications are imported into other Training Packages.
- If bracketed titles are used there also needs to be a generic option.
- Focus is on the foundation skills, not on the electives so qualifications shouldn't need to be differentiated by vocational context/stream. Bracketed titles might give a false impression and overstate the vocational context. They may limit the participant getting into other areas – foundation skills should be general. Bracketed titles may also encourage double dipping by making an endless array of foundation skills Certificate IIs available.
- They should not be called 'certificate I and II' as they are not real vocational qualifications, the AQF allows for other types of names for qualifications

Suggested qualification names:

- Introduction to... industry area
- Skills for work and training
- Access to work and training
- Certificate II in Work Readiness
- Enabling skills I in ..., Enabling skills II in...
- Success skills for the VET sector
- Entry level skills
- Introduction to vocational education
- Introduction to industry
- Expert adult education skills
- Certificate I and II in Adult Workplace Expertise

- Certificate I in Foundation Skills for Employment (purposes)
- Pathways..., Employment pathways..., Preparation for work...
- Enabling program
- Core skills...
- One life: multiple choices
- New directions: choice, exploration, determination, ideas, options, maximisation, potential, connection, career choice (suggested words for use in titles)

6. Are the proposed ACSF levels for the core units appropriate for the potential learners of these qualifications?

Comment on proposed ACSF levels for core units:

- ACSF level outcomes from Certificate II need to be appropriate for entry into vocational qualifications at Certificate III, the ACSF levels currently proposed might be too low for trade entry. Also need to be aware that occupations/vocational qualifications have spiky profile requirements.
- ACSF level may be too high for some learner cohorts, e.g. people with disabilities and NYA 1 participants such as new migrants
- Learners have spiky profiles and so flexibility is required – oral communication development needs will vary between native speakers and NESB learners, more flexibility could be provided with a smaller core and selection of LLN electives according to learner needs. Elective units should be available at higher and lower ACSF levels.
- To accommodate spiky profiles maybe skill sets for each ACSF core skill would be more appropriate.
- More than two certificates might be needed to accommodate the range of learner core skill levels:
 - Intro Certificate I – ACSF pre 1- level 1 (or perhaps a skill set)
 - Certificate I – ACSF 2-3
 - Certificate II – ACSF 3-4
- Levels below Certificate I are needed. LLN learners often need longer to achieve and so flexibility is needed. Greater variety in the core would be useful to provide a longer timeframe for students to complete.
- Qualifications need to be flexible enough to assist learners to gain language skills
- Foundation skills units aligned to ACSF level do not necessarily result in learner competence at that level if the skills have been developed in a particular genre – providers/TP users need to be aware that this is the case.
- Units from these certificates will also need to be available as ‘orphan’ units to support skill development in vocational programs at other AQF levels.

7. What type of advice, guidance or supporting resources would be helpful to users of the Foundation Skills Training Package?

Support resources:

- Video resources, e-learning tools, interactive website/online resources for learners and practitioners
- Learner guides that can be contextualised and adapted for different learner cohorts, provided in electronic format to enable customising, learner workbooks, software, e.g. 'Read Write Gold' software
- Range of resources for each macro skill with examples from different industries
- Initial comprehensive assessment tools – examples of where they can be found
- Diagnostic tools to pre-assess learners and determine entry into the appropriate level – may include self-assessment tools
- Assessment advice with examples, assessment task banks, assessment materials that can be adapted and customised
- Guide to holistic assessment – need to avoid over-assessment, particularly for the types of learners using this package. Assessment should be embedded in the vocational requirements, look for foundation skills evidence within learners' vocational work.

Professional development, face-to-face or online, for practitioners including:

- Delivering and assessing Employability Skills in a range of contexts
- How to develop learner confidence; resume writing; interview skills
- Combining foundation skills development with vocational delivery – teaching holistically
- Working collaboratively with experts from other fields, team teaching – PD approaches that bring vocational and LLN practitioners together
- Use of ACSF for vocational teachers
- Use of screening tools to identify learners needing foundation skills development/support
- Valid and holistic approaches to assessment
- Communities of practice

Implementation tools:

- Advice on how to access, use and adapt existing resources that are already available (don't reinvent the wheel, use the 40 years' worth of foundation skills resources, courses and advice that are available)
- 'Real life' learner examples, case studies, good practice delivery models
- Explicit guidance on using the ACSF
- Lists of LLN support available, availability of specialist expertise, a 'go to' person for advice on different industry areas
- List of websites where resources can be accessed (including resources developed by each ISC for specific industry/vocational contexts)
- Links to resources (annotated) – e.g. Macquarie University one for AMEP
- Suggested linkages to vocational training packages, appropriate vocational units to import into industry pathways, guidance on contextualisation of units
- Advice on determining vocational goals and developing an appropriate plan for the learner
- Sample program structures across delivery modes, e.g. e-learning, connected classroom, distance model, work-based, rural and remote providers
- Models for co-delivery, advice on how to use in the CAVSS delivery model

- Advice on input required from LLN experts and vocational experts in development of support, resourcing, methodology and delivery
- Advice on collaborative approaches and team teaching
- Vocational based exemplars, guidelines on integration into vocational units
- Packaging examples for different levels of skill sets
- Promotional material for talking to potential learners and employers about the FSTP
- Mapping of some resources from existing accredited courses to FSTP

User information:

- Advice on adding to scope of registration
- Required qualifications of deliverers
- Clear definitions and consistent use of terms across all TPs
- Disclaimer to discourage use of the TP as an employment screening tool
- Advice on how to enrol learners so that unit doesn't appear in transcript
- Advice on dealing with particular learner groups

Trials and pilots:

- CAVSS-style team teaching approaches at Certificate III and up
- Funding for action research to allow tracking of progress

8. What are the barriers to importing foundation skills units into vocational programs? Are there mechanisms for delivering foundation skills units alongside vocational programs? What impact would the proposed packaging rule have on funding and delivery approaches?

Barriers to use of foundation skills units:

- Including an additional unit in vocational program would impact on funding
- There is no room in trade qualifications to import foundation skills units, block training in trade areas doesn't allow addition of any time for extra delivery – can only include foundation skills by reducing time for vocational delivery
- Very difficult to convince learners or employers that extra learning is a good thing, learners don't want to do separate LLN they don't have time for extra training
- Small RTOs may struggle to provide different training plans for different learners in the same qualification
- Team teaching creates issues with timetabling and staff numbers
- Vocational providers may not see the relevance of the foundation skills units and may not value them
- Difficult or costly or an administrative burden to get 'orphaned' units on scope
- Identifying learner needs that can then be addressed through FSTP, especially at the beginning of training period or pre-enrolment
- Lack of collaboration/integration between post-school and schools sector
- Shortage of LLN specialists or unwillingness of LLN professionals to work in vocational areas
- Not clear on the 'point of difference' that the FSTP has compared to existing accredited courses that would make its take-up preferable. Being a training package in itself may not be

enough to make it worthwhile to replace existing courses with FSTP (process of addition to scope, developing learning/assessment materials etc)

Current and potential mechanisms/solutions for foundation skills delivery:

- Under 'Skills for All' (SA) adding units should not impact on funding but will affect delivery – learners may need to attend additional classes to bridge the gaps
- User Choice funds some additional 'support' units for apprenticeships and traineeships
- CAVSS provides a mechanism for integrated delivery, but is costly
- CAVSS and USIC are already available and do everything that this TP aims to do – why does there need to be a new product?
- NSW uses co-enrolment but it is a clunky way to provide support to students where retention rates are not good enough. It does involve extra time for learners, unless it is incorporated over a long period of time.
- TAFE NSW uses Learner Support course to assess learner needs and provide support, a skill set of foundation skills could work in the same way
- Preparation for Work and Study (TAFE NSW) is an existing mechanism for 'alongside' delivery
- Tas Polytechnic piloting a program delivering Certificate I in Access to Work and Training linked to construction and allied trades using team teaching approaches to fully integrate underpinning skills and trade skills. Aim is to provide a pathway into vocational Certificate II.
- One-on-one FS development for students with unique needs within a group, maybe funded along the same lines as CAIL
- Employment Pathways Fund for Streams 3 and 4 could be used (identified barriers to employment: Centrelink)
- Contextualising learning for outcomes required by workplace (as in EBPPP) provides examples of how foundation skills development can be incorporated into vocational programs
- Tutor could work with learners on skill sets of core units (including digital literacy) following pre-training assessment process
- Addition of FS units as needed could be useful in packaging rules, but would they be included in the statement of attainment because they are not really part of the qualification? The same currently applies to pre-requisites, if they are not mentioned in the packaging rules they can't be funded.
- Delivery in tandem with vocational delivery is challenging but worthwhile
- Co-enrolment is the best approach – but how can that be funded? Need a national approach to funding.
- Funding needs to cover the additional co-ordination and course management requirements that will be needed for team-teaching, collaborative approaches
- Should be seen as a value-adding inclusion, need to promote it to vocational practitioners, industry groups, employers and learners
- Needs to be viewed as an investment, rather than a cost. The long term goal is improved retention and better quality training outcomes. More people need to be involved to allow individual focus on learner needs and more PD for VET and LLN practitioners.
- Learner entitlement funding – how will that impact on implementation?

- Funding for foundation skills needs to be guaranteed and not subsumed into vocational programs and lost.
- Need to expand the delivery time of vocational qualifications. Perhaps funding policy will start to take account of the gap between delivery requirements for different types of learners and the outcomes described by vocational qualifications.
- Streamlined TPs provide an opportunity for ISCs to identify specific FS units that relate to the vocational unit
- Explicit foundation skills units should be core in apprenticeships
- More preparatory courses could be provided for people who have major skill gaps
- Demonstration of skills should be a pre-requisite for entry into industry specific qualifications. If learners can't demonstrate that they have the required skills they should be required to undertake relevant foundation skills qualifications/skill sets as a pre-requisite. Co-requisite delivery is less desirable because the student's ability to access the vocational learning would be weakened by their lack of appropriate foundation skills.

9. If foundation skills units and qualifications are to be contextualised for vocational requirements, who should deliver them? What approaches to integrated delivery, or collaboration between vocational and foundation skills practitioners would support the implementation of the Foundation Skills Training Package?

Who should deliver:

- Foundation skills specialist with discipline specific qualifications at university level (university majors in the required field)
 - Pre-vocational nature of the FSTP will require teaching-type skills
 - Need to recognise that teaching foundation skills is difficult and requires specialist expertise
 - Qualification does not necessarily provide evidence of competence
 - LLN specialists need to develop skills/understanding of vocational areas to enable contextualisation
 - The LLN specialist has vocational competence with LLN but possibly not an awareness of the vocational need, e.g. what is required in a written business report? The VET trainer has vocational competence in a vocational area, they know what is required in a written business report but under the proposed arrangements they are not allowed to teach the 'literacy' component of report writing.
 - Do LLN people have expertise to deal with special education needs, e.g. dyspraxia? Many people with issues in literacy may have intellectual or neurological disability – is it reasonable to expect standard deliverers to be able to address this?
 - LLN specialists are often not confident in their numeracy skills and may not be appropriately qualified to deliver all FSTP content, including content based on vocational preparation and Employability Skills
 - If foundation skills units are being imported into vocational qualifications and contextualised the foundation skills practitioner will need to also hold the required vocational competency or partner with/be supervised by a vocational expert.
- TAE certificate IV plus post graduate qualifications, e.g. Vocational Graduate Certificate in LLN Practice, Dip Ed with ESL stream

- WELL practitioners have the required skills, but don't have standardised qualifications
- Some type of accreditation should be required, even if it is PD training:
 - Practitioners who have 'graduated' from DFEEST's 'Building Capacity in LLN (for RTOs) Program'
 - Could there be a Certificate IV or Diploma in teaching foundation skills?
- Can be a vocational practitioner provided they have the skills:
 - Assessment would allow trainers to be deemed competent
 - LLN unit in TAE Certificate IV is not adequate for delivery of foundation skills
 - Need to be able to read a diagnostic tool and implement student needs from this tool
 - If skills are contextualised, training should be provided by a vocational trainer, the skills need to be applied at a vocational level
 - Large institutes have learning support, but small providers and private providers do not have access to learning support as a mechanism for gaining expertise and workforce development. It might cost these smaller providers money to get advice and assistance from experts. How can TAFE work better with private RTOs to provide LLN support?
 - The usual professional development model (learning from others) is the way to go, but wouldn't expect it from everybody. Pick particular trainers and build their skills to have as mentors – encourage the people who are interested in it to develop their skills.
 - Need mechanisms for professionally developing trade teachers – chefs want to be taught by chefs, learners drop out when they aren't taught by people with expertise in the vocational area
 - Need to look at upskilling VET trainers – need a skill set for these people on a short term basis and a timeframe within which trainers need to achieve certain skills
 - Risk de-professionalising the foundation skills field if it is opened up to everyone
 - Vocational teachers without LLN qualifications will need very good resources if they are to deliver in this area
- Shouldn't be too prescriptive as the qualifications for deliverers need to allow for flexibility in different contexts
 - Needs of the learner will govern the skills required of the practitioner
 - RTOs would go out of business if they had to get a qualified LLN person delivering all courses
 - Must have competency in the subject matter
 - Minimum requirement: trainer who has completed foundation skills at Certificate III or IV; or Certificate IV TAE and 'higher level foundation skills' represented by HSC level English and/or Maths
 - Multiple, staged approach is needed depending on what is being delivered
 - This is an implementation issue that needs to be handled within the AQTF, linked to the quality standards of the RTO, IBSA could work with ASQA and other audit bodies to design evidence guide to be used in audit process – e.g. evidence of how the course has been designed.
 - Exceptions to deliverer requirements may be allowed in regional/remote areas if necessary

- Institution based delivery is very different from workplace delivery
- Collaborative approaches:
 - Delivery as part of a partnership between foundation skills specialists and vocational trainers
 - Collaborations between RTOs specialising in vocational areas and RTOs/consultants specialising in foundation skills
 - True collaboration from planning a delivery product, determining client cohort, structuring delivery – foundation skills teacher needs to work with and understand the specific vocational area's needs
 - Create professional networks and support through professional development funding
 - Vocational practitioners in conjunction with an LLN expert practitioner
 - Model based on the principles of current RTO auspicing arrangements
 - Partnering of LLN and vocational teachers as per CAVSS model – need to allow for lots of planning. In the real world can this happen everywhere? What about remote locations, distance education?
 - Vocational trainers usually have one way of explaining an underpinning skill, but the foundation skills specialist has a variety of ways to explain the same concept. They can work backward to identify where gaps in knowledge are preventing a learner from 'getting it'. LLN specialists can help vocational trainers to explain context and make the skill relevant to the vocational need.
 - Sometimes collaboration could involve program design of all the materials to ensure they are vocationally relevant (i.e. delivery is by foundation skills specialist, but there has been vocational expert input into planning)
 - Refer to UTS research on collaborative delivery approaches
- Delivery can be thought of in different phases, different types of practitioner expertise may be needed in different phases:
 - skills audit – pre-enrolment phase needs some foundation skills expertise
 - delivery – foundation skills expertise needed, capacity to contextualise to different vocational areas also needed particularly at higher levels
 - assessment – vocational trainers and assessors need to have primacy in assessing the vocational outcome
- Deliverer qualification requirements may need to be defined on a unit by unit/skills set by skill set basis, teaching Employability Skills may not have the same requirements as teaching LLN
- Maybe make it more difficult to get the full qualification on scope requiring specialist expertise in LLN, but make it easier for RTOs to get access to stand alone units for importing into vocational qualifications.

10. How can learners' foundation skills needs be identified prior to the commencement of training? Are there systems that can be put in place to ensure that learners in vocational programs have access to foundation skills support if required?

Pre-training assessment:

- Online self-assessment prior to commencement of any training to ensure possibility of success (risk rating). Should not be an exhaustive process. Allow re-direction to a more suitable program.
- Self-assessment from the learner can be the start; case management of each enrolment; pre-assessment with an interview and case management of each prospective student, but takes time, time needs to be given.
- Not about labelling but assisting the learner to agree with where they are at and where they are heading.
- Diagnostic test is often done – should be a combination of the needs of the vocational program and the foundation skills required
- Pre-training assessment is contextualised to the vocational area. Anyone at ACSF level 1 or 2 is identified and then the Course in Training and Employability Skills is used to provide assistance to the whole class.
- Training Needs Analysis – gap analysis using the ACSF
- Need good quality pre-program assessment tools to encourage practitioners to do an assessment as a pre-cursor to ‘gap’ training, which should be offered as a matter of course.
- Resources are available around pre-training assessment for ACSF core skills, but much harder to pre-assess employability skills.
- Readiness screen – short written test, not used as selection process or exclusion but as advice about likely successful pathways
- A screening process should be nationally implemented by collaboration
- Pre-assessment occurs in LLNP before training commences, the test is an interview (one-to-one for an hour) focussing on communication and may include some tasks.
- Pre-training assessment by application and interview is more appropriate (less intimidating) for foundation and entry level learners (good examples in the new ACSF DVD). Appropriate feedback and advice needs to be provided to learners.
- CIT use assessment to apply for extra funding to support learners with particular needs. Use it if there is a large number of people with poor skills; might team teach or have LLN practitioner teach some fundamental concepts to the group. LLN teacher teaches the entire class for a unit or just for some concepts.
- Refer to Helen Foley paper on diagnostic assessment from DET Queensland VET Development Unit
- AAT (apprenticeships) info website has some assessment tools already developed for a range of vocational areas

Sources of information:

- Employers can be consulted for input in identifying skill gaps in learners; also other references or sources, e.g. school
- Employers need to be on board and to see this as something needed to achieve better outcomes.
- Pre-screening for Training Guarantee for SACE Students has included parents as a source of information
- Learners can self-identify LLN issues through enrolment process

Alternative approaches:

- Case management, consistent contact and support throughout the duration of the training program
- There are psychological implications of screening and assessment processes – CAVSS model is based on the assumption that many learners in a group could benefit from support and pre-training assessment is not necessary
- Relationships with the job service network can help in determining appropriate standardised needs
- Sharing of contextualised resources via ISCs would be good
- The cost of failed training episodes is much higher than the funding that would be required at the start to help people identify appropriate training for them
- The WA CAVSS model is not desirable – no-one should be enrolled in a course they don't need just to attract funding

Issues:

- Learners should not be enrolled into higher level qualifications if their LLN skills are not adequate
- Apprentices are often signed up before any pre-training assessment can take place. This is especially problematic in remote areas where LLN specialists are not available to conduct the assessments.
- If the learner is severely disadvantaged then the assessment is generally too late because the enrolment has already happened and so the RTO is on the back foot.
- Agrifood don't have people doing apprenticeships, they start working and then later do some training (often at Certificate IV). Sitting them down to do an assessment just won't happen, they would rather stay in their old job, but the industry needs people to progress.
- Can be difficult to do 1:1 comprehensive assessment – there are some core skill online tools available but these are not comprehensive and computers are not always an appropriate medium, particularly for low level learners.

Appendix F: NVEAC Foundation Skills Approach

Rationale

The National VET Equity Advisory Council (NVEAC) has developed an Equity Blueprint which sets out the reforms required across the vocational education and training (VET) system to better support the needs of disadvantaged learners and improve their outcomes from VET⁴. One of the six key areas of reform identified in the Equity Blueprint is: *Embedding support for foundation skills development*.

Key Elements

NVEAC has identified five inter-related elements of a national approach to improving foundation skills training.

Element	Description
Integrated and contextualised delivery	<ul style="list-style-type: none">Foundation skills are embedded in VET delivery across all AQF levels.Learners are able to acquire and apply foundation skills in the context which is relevant to their needs.
A learner-centred approach to underpin qualification design and delivery	<ul style="list-style-type: none">A range of qualifications to meet the needs of different learners – including those in employment and those who are unemployedA range of delivery and support models to meet the needs of individual learners, e.g. one-to-one support, mentoring, coaching, case management, customised learning resources, cross-cultural awareness and referral to other support services.
Flexible learner pathways	<ul style="list-style-type: none">Flexible pathways to facilitate learners moving within VET, between VET and other sectors and from VET to employment.
Adequate resourcing of delivery	<ul style="list-style-type: none">Funding is flexible and sufficient to allow for the additional time needed by many learners, particularly those facing multiple disadvantage.
VET workforce development	<ul style="list-style-type: none">Skills in identifying and addressing learner LLN needs included as a core component in entry level training and CPD for VET trainers and assessors.Supply of specialist LLN practitioners increased – particularly outside metropolitan areas.Effective collaboration and sharing of best practice assessment and delivery of foundation skills.

Key Priorities

Across the five elements, the Council has identified four key priorities for a national approach to improving foundation skills training (numbered in order of priority):

1. Strengthening foundation skills within all Training Packages and across all AQF levels while also maintaining the diversity of curriculum available outside the Training Package model.
2. Increasing participation by disadvantaged learners in foundation skills training and facilitating pathways from foundation skills training to further study and employment.

⁴ A copy of the Equity Blueprint is available at http://www.nveac.tvetaustralia.com.au/home/equity_blueprint

3. Establishing a coherent, coordinated and sustainable funding base for different models of foundation skills delivery, including stand alone and integrated delivery of foundation skills within vocational programs.
4. Building the capacity and capabilities of the VET workforce, including LLN specialist practitioners, VET practitioners and Adult and Community Education (ACE) workers and volunteers, other RTO staff and auditors.

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