

Core Skills Support

Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy. Staff non familiar with the ACSF are recommended to study the information available at the following two sites:

<https://www.education.gov.au/australian-core-skills-framework>

www.precisionconsultancy.com.au/acs_framework

Research has indicated that many adult learners do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training. The increasing importance of core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

To support this approach Rowe Training and Consulting will:

- Assess a student's core skills during their enrolment on an as needed basis to ensure they have adequate skills to complete the training;
- Support students during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to students about the detail of the core skills assistance available;
- Refer students to external language, literacy and numeracy support services that are beyond the support available within Rowe Training and Consulting and where this level of support is assessed as necessary; and
- Negotiate an extension of time and other support arrangements to assist students to complete training programs if necessary.

Core skills assessment

The following procedure is to be followed in order to assess a student's core skills:

- **Self-assessment.** In the first instance, prospective students are asked on the enrolment form "How well do you speak English?" In response to this question, the student may answer **very well, well, not well, not at all.**
- **Interview.** If the student ticks not well or not at all on the enrolment form, the student should be contacted and arrangements made for an interview to further assess their language, literacy and numeracy skills. The interview should be in person, or if this is not practical, by phone. The purpose of the interview is to establish the background, motivation and general abilities of the student to determine what support Rowe Training and Consulting may provide.
- **Core skills Indicator Assessment**

All students must complete the Rowe Training Aptitude quiz after the enrolment interview. The quiz is not intended to cause anxiety but to determine where the student has specific language and literacy deficits and to determine what support is required to undertake Rowe Training and Consulting training.

- **Supporting students with language, literacy and numeracy deficits**

Where it is determined that a student does have deficiencies with their core skills, Rowe Training and Consulting is to adopt strategies which enable the student to progress in their desired training program. The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Negotiate a training program with the student that recognises that additional time will be required to appropriately support the student to complete the training.
- Obtain a strong commitment from the student that they will provide personal effort that is in addition to that normally required to undertake the training program.
- If agreed to by the student, engage with the student's employer to negotiate the additional time and effort required to appropriately support the student during the training program.

- Provide the student with a list of the words and terms which are highly relevant to the workplace skills and knowledge being delivered within the training program. This list should be practised with the student to get them comfortable with identifying the words and their meaning. This list should be expanded over time and acts as a “vocational vocabulary” and will focus the student on small steps of achievement.
- Program sessions where learning information that would usually be delivered to the student via their own reading is presented to the student verbally and is supported by questions and answers.
- Make arrangement to regularly meet with the student to monitor their progress.

Referring the student for language, literacy and numeracy assistance

Where it is determined that a student has core skills which are beyond the support available within Rowe Training and Consulting, the student should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providers, here in the Northern Territory they are provided by Charles Darwin University. These courses have been designed to provide students with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to gain entry into a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

Deciding to refer the student

The decision to refer a student to another training provider for language, literacy and numeracy training will be based on the level of assessed core skills deficit and the student's motivation to improve their abilities.

As a general guide:

- If the student does not currently possess the basic skills to perform training and development tasks in the workplace, they **should** be referred for assistance which should occur prior to enrolment with Rowe Training and Consulting.
- If the student's skills are adequate for the workplace but will hinder their participation in training, they **should not** be referred. Instead, Rowe Training and Consulting is to design and implement suitable support services to enable their training and assessment.

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