



NATIONAL FOUNDATION SKILLS STRATEGY PROJECT

Draft Foundation Skills Professional Standards Framework

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Background

This draft professional standards framework schema has been developed as part of the National Foundation Skills Strategy (NFSS) Project 2014-15, which was conducted by TAFE SA through the SA Department of State Development with funding from the Australian Government.

The NFSS project ceased in June 2015, which means that the draft Framework has not been subject to the validation processes that were originally planned. However, the draft may serve as a stimulus for further discussion around the capabilities of the range of practitioners responsible for addressing foundation skills. The development of the framework drew on data gathered through the NFSS project and reflects the roles, capabilities and professional development needs of those who have taken part in research activities. The capabilities included in the draft serve only to illustrate an initial concept and were intended as a starting point for further discussion with practitioners.

The purpose of the Foundation Skills Professional Standards Framework is to provide a consistent, shared language for talking about roles and responsibilities in the foundation skills field, and to document the range of capabilities demonstrated by those working within the field. This draft should be read in conjunction with the *Professional practice in foundation skills final report* (June 2015) which is available on the NFSS Project website: <http://www.statedevelopment.sa.gov.au/skills/national-foundation-skills-strategy-project>

Introduction

The purpose of the Foundation Skills Professional Standards Framework is to provide a consistent, shared language for talking about roles and responsibilities in the foundation skills field, and to document the range of capabilities demonstrated by those working within the field.

The framework can be used in a variety of way, such as:

- as a self-assessment tool for practitioners to identify and describe their current capability
- to identify existing skill gaps and focus areas for professional development
- to consistently describe expected practitioner capabilities for job descriptions or program requirements
- as a mechanism for mapping outcomes from current and historic qualifications for the purposes of comparison with individual or employer requirements
- as the basis for describing and organising professional development options.

The structure of the framework includes:

- Three domains or contexts where foundation skills services may be provided. Practitioners may operate entirely within one domain or have capabilities across two, or all three domains. They are:
 - education and training
 - workplace and employment
 - personal and community
- Four areas of capability that divide foundation skills job roles into broad categories. Practitioners will generally have some capabilities in each of the four areas. They are:
 - knowledge of foundation skills
 - capacity to provide adult education
 - experience in foundation skills teaching practice
 - skills in professional capacity building
- Four stages of development that identify different 'levels' for each capability. Practitioners will not be at the same stage for all of their capabilities, they will have a spiky profile indicating specialised skills in some areas and developing skills in others. The stages are:
 1. Aware – captures 'associate' level skills where foundation skills are not the main focus of the job role
 2. Developing – represents the skills of an 'apprentice' or practitioner-in-training
 3. Practitioner – describes skills for a competent foundation skills practitioner
 4. Specialised – encompasses expert knowledge that may be used to mentor or guide others

Knowledge of foundation skills

	Education and Training	Workplace and Employment	Personal and Community
Recognise adult literacy demands	<ol style="list-style-type: none"> 1. Use awareness of adult literacy and its impact on education and training to identify potential barriers for learners and access available support 2. Use available sources of information, including tools based on the ACSF and knowledge of courses and training packages, to identify literacy demands in education and training settings 3. Use the ACSF and extensive knowledge of training programs and resources to reliably identify and describe the literacy demands of education and training 4. Design and implement tools and processes to review the literacy demands of programs, resources and delivery approaches 	<ol style="list-style-type: none"> 1. Use awareness of adult literacy and its impact in the workplace to identify potential barriers for workers and access available support 2. Use available sources of information, including tools based on the ACSF and communication with employers and employees, to identify literacy demands in the workplace 3. Use the ACSF and a thorough examination of the workplace environment to reliably identify and describe the literacy demands of the workplace 4. Design and implement tools and processes for a workplace training needs analysis that will identify the literacy demands as they relate to other workplace skill needs 	<ol style="list-style-type: none"> 1. Use awareness of adult literacy and its impact on adults' lives to identify potential barriers for individuals and access available support 2. Use available sources of information, including tools based on the ACSF or other recognised frameworks, to identify literacy demands in community settings 3. Use the ACSF or other recognised frameworks in conjunction with a sound understanding of personal and community contexts to identify and describe literacy demands inherent in the environment 4. Design and implement tools and processes to review the literacy demands inherent in personal and community contexts
Recognise English language demands	<ol style="list-style-type: none"> 1. Use awareness of English language and its impact on education and training to identify potential barriers for learners and access available support 2. Use available sources of information, including tools based on the ACSF and knowledge of courses and training 	<ol style="list-style-type: none"> 1. Use awareness of English language and its impact in the workplace to identify potential barriers for workers and access available support 2. Use available sources of information, including tools based on the ACSF and communication with employers and 	<ol style="list-style-type: none"> 1. Use awareness of English language and its impact on adults' lives to identify potential barriers for individuals and access available support 2. Use available sources of information, including tools based on the ACSF or other recognised frameworks, to

	<p>packages, to identify English language demands in education and training settings</p> <p>3. Use the ACSF and extensive knowledge of training programs and resources to reliably identify and describe the English language demands of education and training</p> <p>4. Design and implement tools and processes to review the English language demands of programs, resources and delivery approaches</p>	<p>employees, to identify English language demands in the workplace</p> <p>3. Use the ACSF and a thorough examination of the workplace environment to reliably identify and describe the English language demands of the workplace</p> <p>4. Design and implement tools and processes for a workplace training needs analysis that will identify the English language demands as they relate to other workplace skill needs</p>	<p>identify English language demands in community settings</p> <p>3. Use the ACSF of other recognised frameworks in conjunction with a sound understanding of personal and community contexts to identify and describe English language demands inherent in the environment</p> <p>4. Design and implement tools and processes to review the English language demands inherent in personal and community contexts</p>
Recognise numeracy demands	<p>1. Use awareness of numeracy and its impact on education and training to identify potential barriers for learners and access available support</p> <p>2. Use available sources of information, including tools based on the ACSF and knowledge of courses and training packages, to identify numeracy demands in education and training settings</p> <p>3. Use the ACSF and extensive knowledge of training programs and resources to reliably identify and describe the numeracy demands of education and training</p> <p>4. Design and implement tools and processes to review the numeracy demands of programs, resources and</p>	<p>1. Use awareness of numeracy and its impact in the workplace to identify potential barriers for workers and access available support</p> <p>2. Use available sources of information, including tools based on the ACSF and communication with employers and employees, to identify numeracy demands in the workplace</p> <p>3. Use the ACSF and a thorough examination of the workplace environment to reliably identify and describe the numeracy demands of the workplace</p> <p>4. Design and implement tools and processes for a workplace training needs analysis that will identify the numeracy demands as they relate to</p>	<p>1. Use awareness of numeracy and its impact on adults' lives to identify potential barriers for individuals and access available support</p> <p>2. Use available sources of information, including tools based on the ACSF or other recognised frameworks, to identify numeracy demands in community settings</p> <p>3. Use the ACSF or other recognised frameworks in conjunction with a sound understanding of personal and community contexts to identify and describe numeracy demands inherent in the environment</p> <p>4. Design and implement tools and processes to review the numeracy demands inherent in personal and</p>

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	delivery approaches	other workplace skill needs	community contexts
<p>Recognise employability skills demands</p> <p>Note that employability skills encompasses skills described in the Core Skills for Work Developmental Framework, as well as concepts of work readiness and vocational preparation. Employability skills may also include broader skills of:</p> <ul style="list-style-type: none"> • learning • digital literacy • teamwork • problem solving • planning and organising. 	<ol style="list-style-type: none"> 1. Use awareness of employability skills and their impact on education and training to identify potential barriers for learners and access available support 2. Use available sources of information, including tools based recognised frameworks and knowledge of courses and training packages, to identify employability skills demands in education and training settings 3. Use recognised frameworks and extensive knowledge of training programs and resources to reliably identify and describe the employability skills demands of education and training 4. Design and implement tools and processes to review the employability skills demands of programs, resources and delivery approaches 	<ol style="list-style-type: none"> 1. Use awareness of employability skills and their impact in the workplace to identify potential barriers for workers and access available support 2. Use available sources of information, including tools based on recognised frameworks and communication with employers and employees, to identify employability skills demands in the workplace 3. Use recognised frameworks and a thorough examination of the workplace environment to reliably identify and describe the employability skills demands of the workplace 4. Design and implement tools and processes for a workplace training needs analysis that will identify employability skills demands as they relate to other workplace skill needs 	<ol style="list-style-type: none"> 1. Use awareness of employability skills and their impact on adults' lives to identify potential barriers for individuals and access available support 2. Use available sources of information, including tools based on recognised frameworks, to identify employability skills demands in community settings 3. Use recognised frameworks in conjunction with a sound understanding of personal and community contexts to identify and describe employability skills demands inherent in the environment 4. Design and implement tools and processes to review the employability skills demands inherent in personal and community contexts
<p>Recognise adult literacy skills</p>	<ol style="list-style-type: none"> 1. Identify broad strengths and weaknesses in an individual's literacy skills based on performance in an education and training setting 2. Assess an individual's literacy skills using tools based on the ACSF or other recognised frameworks 	<ol style="list-style-type: none"> 1. Identify broad strengths and weaknesses in an individual's literacy skills based on workplace activities 2. Assess an individual's literacy skills using ACSF assessment tools contextualised for the workplace 3. Design and use workplace- 	<ol style="list-style-type: none"> 1. Identify broad strengths and weaknesses in an individual's literacy skills based on participation in community activities 2. Assess an individual's literacy skills using contextualised tools based on the ACSF or other recognised

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	<ol style="list-style-type: none"> Design and use assessment tools based on the ACSF to assess an individual's literacy skills Develop and lead organisation-wide approaches to the pre-training assessment of literacy skills 	<ol style="list-style-type: none"> contextualised tools to assess an individual's literacy skills Develop and lead an analysis of workforce training needs to identify individual and workforce literacy skills 	<p>frameworks</p> <ol style="list-style-type: none"> Design and use tools based on the ACSF, or other recognised frameworks, to assess an individual's literacy skills Develop and lead a structured approach to determine the literacy skills of individuals within a specific community
Recognise English language skills	<ol style="list-style-type: none"> Identify broad strengths and weaknesses in an individual's English language skills based on performance in an education and training setting Assess an individual's English language skills using tools based on the ACSF or other recognised frameworks Design and use assessment tools based on the ACSF to assess an individual's English language skills Develop and lead organisation-wide approaches to the pre-training assessment of English language skills 	<ol style="list-style-type: none"> Identify broad strengths and weaknesses in an individual's English language skills based on workplace activities Assess an individual's English language skills using ACSF assessment tools contextualised for the workplace Design and use workplace-contextualised tools to assess an individual's English language skills Develop and lead an analysis of workforce training needs to identify individual and whole-of-workforce English language skills 	<ol style="list-style-type: none"> Identify broad strengths and weaknesses in an individual's English language skills based on participation in community activities Assess an individual's English language skills using contextualised tools based on the ACSF or other recognised frameworks Design and use tools based on the ACSF, or other recognised frameworks, to assess an individual's English language skills Develop and lead a structured approach to determine the English language skills of individuals within a specific community
Recognise numeracy skills	<ol style="list-style-type: none"> Identify broad strengths and weaknesses in an individual's numeracy skills based on performance in an education and training setting Assess an individual's numeracy skills 	<ol style="list-style-type: none"> Identify broad strengths and weaknesses in an individual's numeracy skills based on workplace activities Assess an individual's numeracy skills using ACSF assessment tools 	<ol style="list-style-type: none"> Identify broad strengths and weaknesses in an individual's numeracy skills based on participation in community activities Assess an individual's numeracy skills

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	<p>using tools based on the ACSF or other recognised frameworks</p> <p>3. Design and use assessment tools based on the ACSF to assess an individual's numeracy skills</p> <p>4. Develop and lead organisation-wide approaches to the pre-training assessment of numeracy skills</p>	<p>contextualised for the workplace</p> <p>3. Design and use workplace-contextualised tools to assess an individual's numeracy skills</p> <p>4. Develop and lead an analysis of workforce training needs to identify individual and workforce numeracy skills</p>	<p>using contextualised tools based on the ACSF</p> <p>3. Design and use tools based on the ACSF to assess an individual's numeracy skills</p> <p>4. Develop and lead a structured approach to determine the numeracy skills of individuals within a specific community</p>
<p>Recognise employability skills</p> <p>Note that employability skills encompasses skills described in the Core Skills for Work Developmental Framework, as well as concepts of work readiness and vocational preparation. Employability skills may also include broader skills of:</p> <ul style="list-style-type: none"> • learning • digital literacy • teamwork • problem solving • planning and organising. 	<p>1. Identify broad strengths and weaknesses in an individual's employability skills based on performance in an education and training setting</p> <p>2. Assess an individual's employability skills using tools based on recognised frameworks</p> <p>3. Design and use assessment tools based on recognised frameworks to assess an individual's employability skills</p> <p>4. Develop and lead organisation-wide approaches to the pre-training assessment of employability skills</p>	<p>1. Identify broad strengths and weaknesses in an individual's employability skills based on workplace activities</p> <p>2. Assess an individual's employability skills using tools contextualised for the workplace</p> <p>3. Design and use workplace-contextualised tools to assess an individual's employability skills</p> <p>4. Develop and lead an analysis of workforce training needs to identify workforce-relevant employability skills</p>	<p>1. Identify broad strengths and weaknesses in an individual's employability skills based on participation in community activities</p> <p>2. Assess an individual's employability skills using contextualised tools based on recognised frameworks</p> <p>3. Design and use tools based on recognised frameworks to assess an individual's literacy skills</p> <p>4. Develop and lead a structured approach to determine the employability skills of individuals within a specific community</p>

Capacity to provide adult education

	Education and Training	Workplace and Employment	Personal and Community
Apply adult learning principles	<ol style="list-style-type: none"> 1. Use adult learning principles to inform interaction with learners in an education and training setting 2. Consciously include adult learning principles in the delivery of education and training services to learners 3. Apply adult learning principles to the development and delivery of foundation skills programs in an education and training setting 4. Embed adult learning principles into the design and evaluation process for stand-alone and integrated foundation skills programs 	<ol style="list-style-type: none"> 1. Use adult learning principles to inform interaction with employees or co-workers in a workplace setting 2. Use adult learning principles to underpin training delivery in the workplace 3. Apply adult learning principles to the development and delivery of foundation skills programs in a workplace setting 4. Embed adult learning principles into the design and evaluation process for workplace-based foundation skills programs 	<ol style="list-style-type: none"> 1. Use adult learning principles to inform interaction with individuals in a community setting 2. Consciously include adult learning principles in the delivery of services to individuals in a community learning environment 3. Apply adult learning principles to the development and delivery of foundation skills programs in a community setting 4. Embed adult learning principles into the design and evaluation process for community-based foundation skills programs
Respond to learner needs	<ol style="list-style-type: none"> 1. Access foundation skills support to address the identified needs of learners 2. Tailor foundation skills delivery to the identified needs of learners 3. Develop fit-for-purpose delivery and assessment based on identified learner needs 4. Develop, implement and evaluate foundation skills programs to address identified training outcomes and learner needs 	<ol style="list-style-type: none"> 1. Access foundation skills support to address the identified needs of employees or co-workers 2. Tailor foundation skills delivery to the learning needs of individual workers 3. Contextualise foundation skills program to meet business objectives and the skill needs of individual workers 4. Develop, implement and evaluate workplace-based foundation skills solutions based on a thorough understanding of the structure and 	<ol style="list-style-type: none"> 1. Access foundation skills support to address the identified needs of individuals 2. Tailor foundation skills delivery to the identified needs of individuals 3. Customise a foundation skills program to accommodate the needs and desires of individual learners and communities 4. Develop, implement and evaluate foundation skills programs in collaboration with community stakeholders and in response to expressed community objectives

		environment of the workplace	
Collaborate with others to deliver services	<ol style="list-style-type: none"> 1. Provide support and advice on vocational program needs to providers of foundation skills services 2. Work with colleagues in the education and training environment to deliver foundation skills services 3. Collaborate with colleagues in the education and training environment to develop and deliver foundation skills services 4. Lead initiatives to bring diverse stakeholders together to establish and deliver services within the education and training environment 	<ol style="list-style-type: none"> 1. Provide support and advice on workplace needs to providers of foundation skills services 2. Work with others in the workplace environment to deliver foundation skills services 3. Build partnerships with employers and industry bodies through effective communication and networking to ensure that foundation skills services meet workplace expectations 4. Lead initiatives to bring diverse stakeholders together to establish and deliver services within the workplace environment 	<ol style="list-style-type: none"> 1. Provide support and advice on community needs to providers of foundation skills services 2. Work with others in the community to deliver foundation skills services 3. Build partnerships with communities through effective communication and networking 4. Lead initiatives to bring diverse stakeholders together to establish and deliver services to targeted communities
Provide advice to learners	<ol style="list-style-type: none"> 1. Help learners to identify their foundation skills needs and seek appropriate support 2. Advise learners on a range of available options for foundation skills development pathways 3. Tailor foundation skills pathways advice to the identified development needs of individual learners 4. Establish and lead foundation skills advisory services to support learners and others in the education and training environment 	<ol style="list-style-type: none"> 1. Help employees or co-workers to identify their foundation skills needs and seek appropriate support 2. Advise workers on a range of available options for foundation skills development pathways 3. Tailor foundation skills pathways advice to the business needs and enterprise imperatives of the individual's workplace 4. Establish and lead foundation skills advisory services to support individual workers and their employing organisations 	<ol style="list-style-type: none"> 1. Help individuals to identify their foundation skills needs and seek appropriate support 2. Advise individuals on a range of available options for foundation skills development pathways 3. Tailor foundation skills pathways advice to the development needs and aspirations of the individual 4. Establish and lead foundation skills advisory services to support individuals and organisations in the community

<p>Develop professional practice</p>	<ol style="list-style-type: none"> 1. Use knowledge of foundation skills to support own practice in delivery and assessment of vocational training 2. Use supervised practice or a practicum to build capability in foundation skills delivery and assessment in the education and training environment 3. Actively seek feedback and review own delivery and assessment practice to build own ability to engage effectively with learners in the education and training environment 4. Continually reflect on own professional practice and opportunities for improvement offered by emerging research on good practice in education and training contexts 	<ol style="list-style-type: none"> 1. Use knowledge of foundation skills to support own role as workplace trainer or supervisor 2. Use supervised practice, shadowing and mentoring to build capability in foundation skills delivery and assessment in a workplace environment 3. Actively seek feedback and review own delivery and assessment practice to build own ability to connect with target learners in the workplace 4. Continually reflect on own professional practice and opportunities for improvement offered by emerging research on good practice in workplace contexts 	<ol style="list-style-type: none"> 1. Use knowledge of foundation skills to support own role as community service provider 2. Use supervised practice, shadowing and mentoring to build capability in foundation skills delivery and assessment in a community context 3. Actively seek feedback and review own delivery and assessment practice to build own ability to engage effectively with clients who may be disengaged from learning 4. Continually reflect on own professional practice and opportunities for improvement offered by emerging research on good practice in community contexts

Experience in foundation skills teaching practice

	Education and Training	Workplace and Employment	Personal and Community
Deliver adult literacy	<ol style="list-style-type: none"> 1. Provide basic literacy advice to vocational learners and use simple instructional strategies with support from an experienced mentor 2. Apply teaching theories and methodologies to the delivery of adult literacy with support from an experienced mentor 3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of adult literacy in an education and training environment 4. Provide leadership and recognised expertise in learning design and facilitation for adult literacy across varying education and training contexts and a range of delivery methods 	<ol style="list-style-type: none"> 1. Provide basic literacy advice to employees or co-workers and use simple instructional strategies with support from an experienced mentor 2. Apply teaching theories and methodologies to the workplace delivery of adult literacy with support from an experienced mentor 3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of adult literacy in a workplace 4. Provide leadership and recognised expertise in workplace literacy program design and facilitation across a range of industries and delivery contexts 	<ol style="list-style-type: none"> 1. Provide basic literacy advice to individuals and use simple instructional strategies with support from an experienced mentor 2. Apply teaching theories and methodologies to the community delivery of adult literacy with support from an experienced mentor 3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of adult literacy in community settings 4. Provide leadership and recognised expertise in learning design and facilitation for adult literacy in a range of community programs, settings and delivery methods
Deliver English language	<ol style="list-style-type: none"> 1. Provide basic English language advice to vocational learners and use simple instructional strategies with support from an experienced mentor 2. Apply teaching theories and methodologies to the delivery of English language with support from an experienced mentor 3. Use extensive knowledge of teaching 	<ol style="list-style-type: none"> 1. Provide basic English language advice to employees or co-workers and use simple instructional strategies with support from an experienced mentor 2. Apply teaching theories and methodologies to the workplace delivery of English language with support from an experienced mentor 3. Use extensive knowledge of teaching 	<ol style="list-style-type: none"> 1. Provide basic English language advice to individuals and use simple instructional strategies with support from an experienced mentor 2. Apply teaching theories and methodologies to the community delivery of English language with support from an experienced mentor 3. Use extensive knowledge of teaching

	<p>theories and methodologies as appropriate for the delivery of English language in an education and training environment</p> <p>4. Provide leadership and recognised expertise in learning design and facilitation for English language across varying education and training contexts and a range of delivery methods</p>	<p>theories and methodologies as appropriate for the delivery of English language in a workplace</p> <p>4. Provide leadership and recognised expertise in workplace-based English language program design and facilitation across a range of industries and delivery contexts</p>	<p>theories and methodologies as appropriate for the delivery of English language in community settings</p> <p>4. Provide leadership and recognised expertise in learning design and facilitation for English language in a range of community programs, settings and delivery methods</p>
Deliver numeracy	<p>1. Provide basic numeracy advice to vocational learners and use simple instructional strategies with support from an experienced mentor</p> <p>2. Apply teaching theories and methodologies to the delivery of numeracy with support from an experienced mentor</p> <p>3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of numeracy in an education and training environment</p> <p>4. Provide leadership and recognised expertise in learning design and facilitation for numeracy across varying education and training contexts and a range of delivery methods</p>	<p>1. Provide basic numeracy advice to employees or co-workers and use simple instructional strategies with support from an experienced mentor</p> <p>2. Apply teaching theories and methodologies to the workplace delivery of numeracy with support from an experienced mentor</p> <p>3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of numeracy in a workplace</p> <p>4. Provide leadership and recognised expertise in workplace numeracy program design and facilitation across a range of industries and delivery contexts</p>	<p>1. Provide basic numeracy advice to individuals and use simple instructional strategies with support from an experienced mentor</p> <p>2. Apply teaching theories and methodologies to the community delivery of numeracy with support from an experienced mentor</p> <p>3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of numeracy in community settings</p> <p>4. Provide leadership and recognised expertise in learning design and facilitation for numeracy in a range of community programs, settings and delivery methods</p>
Deliver employability skills	<p>1. Provide basic employability skills advice to vocational learners and use</p>	<p>1. Provide basic employability skills advice to employees or co-workers and</p>	<p>1. Provide basic employability skills advice to individuals and use simple</p>

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<p>Note that employability skills encompasses skills described in the Core Skills for Work Developmental Framework, as well as concepts of work readiness and vocational preparation. Employability skills may also include broader skills of:</p> <ul style="list-style-type: none"> • learning • digital literacy • teamwork • problem solving • planning and organising. 	<p>simple instructional strategies with support from an experienced mentor</p> <ol style="list-style-type: none"> 2. Apply teaching theories and methodologies to the delivery of employability skills with support from an experienced mentor 3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of employability skills in an education and training environment 4. Provide leadership and recognised expertise in learning design and facilitation for employability skills across varying education and training contexts and a range of delivery methods 	<p>use simple instructional strategies with support from an experienced mentor</p> <ol style="list-style-type: none"> 2. Apply teaching theories and methodologies to the workplace delivery of employability skills with support from an experienced mentor 3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of employability skills in a workplace 4. Provide leadership and recognised expertise in workplace-based employability skills program design and facilitation across a range of industries and delivery contexts 	<p>instructional strategies with support from an experienced mentor</p> <ol style="list-style-type: none"> 2. Apply teaching theories and methodologies to the community delivery of employability skills with support from an experienced mentor 3. Use extensive knowledge of teaching theories and methodologies as appropriate for the delivery of employability skills in community settings 4. Provide leadership and recognised expertise in learning design and facilitation for employability skills in a range of community programs, settings and delivery methods
<p>Participate in delivery of integrated programs</p>	<ol style="list-style-type: none"> 1. Provide vocational or industry input into the development and delivery of education and training programs that integrate foundation skills and vocational training 2. Deliver foundation skills components of integrated education and training programs with support from an experienced foundation skills mentor 3. Design and deliver the foundation skills component of integrated education and training programs drawing on own 	<ol style="list-style-type: none"> 1. Provide workplace or industry input into the development and delivery of workplace-based programs that integrate foundation skills and workforce development 2. Deliver foundation skills components of integrated workforce development programs with support from an experienced foundation skills mentor 3. Design and deliver the foundation skills component of integrated workforce development programs drawing on 	<ol style="list-style-type: none"> 1. Provide community or learner-specific input into the development and delivery of community-based programs that integrate foundation skills 2. Deliver foundation skills components of integrated community-based programs with support from an experienced foundation skills mentor 3. Design and deliver the foundation skills component of integrated community-based programs drawing on own knowledge of the learner community

	<p>knowledge of the vocational area and collaboration with vocational practitioners</p> <p>4. Work collaboratively with vocational practitioners and others to develop and implement education and training programs that integrate foundation skills and vocational training</p>	<p>own knowledge of the industry area and collaboration with vocational practitioners</p> <p>4. Work collaboratively with employers and industry trainers to develop and implement workplace-based programs that integrate foundation skills and workforce development</p>	<p>and collaboration with community providers</p> <p>4. Work collaboratively with community providers and other stakeholders to develop and implement community based programs that integrate foundation skills</p>
Assess adult literacy	<p>1. With support from an experienced mentor, interpret outcomes from diagnostic adult literacy assessments to inform own training delivery to the assessed learners</p> <p>2. Use available assessment tools and processes to conduct adult literacy assessments in an education and training environment with support from an experienced mentor</p> <p>3. Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of adult literacy in an education and training environment</p> <p>4. Provide leadership and recognised expertise in assessment design, implementation and validation for adult literacy assessment across varying education and training contexts</p>	<p>1. With support from an experienced mentor, interpret outcomes from diagnostic adult literacy assessments to support own interactions with the assessed workers</p> <p>2. Use available assessment tools and processes to conduct adult literacy assessments in the workplace with support from an experienced mentor</p> <p>3. Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of adult literacy in the workplace</p> <p>4. Provide leadership and recognised expertise in assessment design, implementation and validation for workplace-based adult literacy assessment across a range of industries</p>	<p>1. With support from an experienced mentor, interpret outcomes from diagnostic adult literacy assessments to support own service provision to the assessed individuals</p> <p>2. Use available assessment tools and processes to conduct adult literacy assessments in community settings with support from an experienced mentor</p> <p>3. Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of adult literacy in community settings</p> <p>4. Provide leadership and recognised expertise in assessment design, implementation and validation for adult literacy assessment in community settings</p>

Assess English language	<ol style="list-style-type: none"> 1. With support from an experienced mentor, interpret outcomes from diagnostic English language assessments to inform own training delivery to the assessed learners 2. Use available assessment tools and processes to conduct English language assessments in an education and training environment with support from an experienced mentor 3. Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of English language in an education and training environment 4. Provide leadership and recognised expertise in assessment design, implementation and validation for English language assessment across varying education and training contexts 	<ol style="list-style-type: none"> 1. With support from an experienced mentor, interpret outcomes from diagnostic English language assessments to support own interactions with the assessed workers 2. Use available assessment tools and processes to conduct English language assessments in the workplace with support from an experienced mentor 3. Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of English language in the workplace 4. Provide leadership and recognised expertise in assessment design, implementation and validation for workplace-based English language assessment across a range of industries 	<ol style="list-style-type: none"> 1. With support from an experienced mentor, interpret outcomes from diagnostic English language assessments to support own service provision to the assessed individuals 2. Use available assessment tools and processes to conduct English language assessments in community settings with support from an experienced mentor 3. Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of English language in community settings 4. Provide leadership and recognised expertise in assessment design, implementation and validation for English language assessment in community settings
Assess numeracy	<ol style="list-style-type: none"> 1. With support from an experienced mentor, interpret outcomes from diagnostic numeracy assessments to inform own training delivery to the assessed learners 2. Use available assessment tools and processes to conduct numeracy assessments in an education and training environment with support 	<ol style="list-style-type: none"> 1. With support from an experienced mentor, interpret outcomes from diagnostic numeracy assessments to support own interactions with the assessed workers 2. Use available assessment tools and processes to conduct numeracy assessments in the workplace with support from an experienced mentor 	<ol style="list-style-type: none"> 1. With support from an experienced mentor, interpret outcomes from diagnostic numeracy assessments to support own service provision to the assessed individuals 2. Use available assessment tools and processes to conduct numeracy assessments in community settings with support from an experienced

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	<p>from an experienced mentor</p> <ol style="list-style-type: none"> Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of numeracy in an education and training environment Provide leadership and recognised expertise in assessment design, implementation and validation for numeracy assessment across varying education and training contexts 	<ol style="list-style-type: none"> Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of numeracy in the workplace Provide leadership and recognised expertise in assessment design, implementation and validation for workplace-based numeracy assessment across a range of industries 	<p>mentor</p> <ol style="list-style-type: none"> Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of numeracy in community settings Provide leadership and recognised expertise in assessment design, implementation and validation for numeracy assessment in community settings
<p>Assess employability skills</p> <p>Note that employability skills encompasses skills described in the Core Skills for Work Developmental Framework, as well as concepts of work readiness and vocational preparation. Employability skills may also include broader skills of:</p> <ul style="list-style-type: none"> learning digital literacy teamwork problem solving 	<ol style="list-style-type: none"> With support from an experienced mentor, interpret outcomes from diagnostic employability skills assessments to inform own training delivery to the assessed learners Use available assessment tools and processes to conduct employability skills assessments in an education and training environment with support from an experienced mentor Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of employability skills in an education and training environment Provide leadership and recognised expertise in assessment design, implementation and validation for 	<ol style="list-style-type: none"> With support from an experienced mentor, interpret outcomes from diagnostic employability skills assessments to support own interactions with the assessed workers Use available assessment tools and processes to conduct employability skills assessments in the workplace with support from an experienced mentor Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of employability skills in the workplace Provide leadership and recognised expertise in assessment design, implementation and validation for 	<ol style="list-style-type: none"> With support from an experienced mentor, interpret outcomes from diagnostic employability skills assessments to support own service provision to the assessed individuals Use available assessment tools and processes to conduct employability skills assessments in community settings with support from an experienced mentor Use extensive knowledge of assessment tools, processes and frameworks to develop and conduct diagnostic, formative and summative assessments of employability skills in community settings Provide leadership and recognised expertise in assessment design, implementation and validation for

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<ul style="list-style-type: none"> planning and organising. 	employability skills assessment across varying education and training contexts	workplace-based employability skills assessment across a range of industries	employability skills assessment in community settings
Contribute to assessment of integrated programs	<ol style="list-style-type: none"> 1. Provide vocational or industry input into the development and use of integrated approaches to assessment in an education and training setting 2. Use integrated approaches to assessment in education and training settings with support from vocational practitioners and an experienced foundation skills mentor 3. Design and use integrated assessment approaches in education and training settings, drawing on own knowledge of the vocational area and collaboration with vocational practitioners 4. Work collaboratively with vocational practitioners and others to develop and implement integrated assessment approaches in education and training settings 	<ol style="list-style-type: none"> 1. Provide industry or workplace input into the development and use of integrated approaches to assessment in the workplace 2. Use integrated approaches to assessment in the workplace with support from industry trainers and an experienced foundation skills mentor 3. Design and use integrated assessment approaches in the workplace, drawing on own industry knowledge and collaboration with industry trainers 4. Work collaboratively with employers and industry trainers to develop and implement integrated assessment approaches in workplace settings 	<ol style="list-style-type: none"> 1. Provide community or learner-specific input into the development and use of integrated approaches to assessment in community settings 2. Use integrated approaches to assessment in community settings with support from community providers and an experienced foundation skills mentor 3. Design and use integrated assessment approaches in community settings, drawing on own knowledge of the learner community and collaboration with community providers 4. Work collaboratively with community providers and other stakeholders to develop and implement integrated assessment approaches in community settings
Access resources	<ol style="list-style-type: none"> 1. Source resources to support delivery and assessment of foundation skills through advice from experienced mentors and professional networks 2. Access and review recommended foundation skills resources to determine their suitability for use in 	<ol style="list-style-type: none"> 1. Source resources to support foundation skills development in the workplace through advice from experienced mentors and professional networks 2. Access and review recommended foundation skills resources to 	<ol style="list-style-type: none"> 1. Source resources to support foundation skills development in community settings through advice from experienced mentors and professional networks 2. Access and review recommended foundation skills resources to

	<p>own education and training context</p> <p>3. Develop or contextualise foundation skills resources to meet the requirements of own education and training context</p> <p>4. Lead the development and validation of foundation skills resources designed to meet the identified needs of specific learners and delivery contexts in an education and training environment</p>	<p>determine their suitability for use in own workplace context</p> <p>3. Develop or contextualise foundation skills resources to meet the requirements of own workplace context</p> <p>4. Lead the development and validation of foundation skills resources designed to meet identified workforce development needs and enterprise requirements</p>	<p>determine their suitability for use in own community context</p> <p>3. Develop or contextualise foundation skills resources to meet the requirements of own community context</p> <p>4. Lead the development and validation of foundation skills resources designed to meet identified community and individual development needs</p>
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Skills in professional capacity building

	Education and Training	Workplace and Employment	Personal and Community
Share knowledge with stakeholders	<ol style="list-style-type: none"> 1. Access foundation skills advice from authoritative sources and share knowledge with VET colleagues 2. Access foundation skills advice through mentoring or networking relationships with experienced colleagues and share knowledge with VET colleagues in the education and training context 3. Provide advice on foundation skills to VET colleagues in the education and training context 4. Mentor others and impart knowledge about foundation skills policy, resources and services in an education and training setting 	<ol style="list-style-type: none"> 1. Access foundation skills advice from authoritative sources and share knowledge with co-workers 2. Access foundation skills advice through mentoring or networking relationships with experienced colleagues and share knowledge with others in the workplace environment 3. Provide advice on foundation skills to employers and industry stakeholders 4. Build partnerships with employers and industry stakeholders that share and build understanding and awareness of foundation skills in the workplace 	<ol style="list-style-type: none"> 1. Access foundation skills advice from authoritative sources and share knowledge with clients and co-workers 2. Access foundation skills advice through mentoring or networking relationships with experienced colleagues and share knowledge with others in the community environment 3. Provide advice on foundation skills to clients and co-workers in a community setting 4. Mentor others and impart knowledge about foundation skills policy, resources and services in a community setting
Participate in professional development	<ol style="list-style-type: none"> 1. Identify opportunities to build own knowledge of foundation skills in an education and training setting 2. Identify and access professional development opportunities to improve own foundation skills practice in an education and training environment 3. Actively participate in foundation skills professional development and professional networks to improve own practice in an education and training environment 4. Facilitate, and actively participate in, 	<ol style="list-style-type: none"> 1. Identify opportunities to build own knowledge of workplace foundation skills 2. Identify and access professional development opportunities to improve own foundation skills practice in a workplace environment 3. Actively participate in foundation skills professional development and professional networks to improve own practice in a workplace environment 4. Build partnerships with employers and industry stakeholders to share and 	<ol style="list-style-type: none"> 1. Identify opportunities to build own knowledge of foundation skills in a community setting 2. Identify and access professional development opportunities to improve own foundation skills practice in a community environment 3. Actively participate in foundation skills professional development and professional networks to improve own practice in a community environment 4. Facilitate, and actively participate in, foundation skills professional

	foundation skills professional development and professional networks to continuously and strategically improve own and education and training organisational practice	build understanding and awareness of foundation skills in the workplace	development and professional networks to continuously and strategically improve own and community organisational practice
Identify own foundation skills	<ol style="list-style-type: none"> 1. Reflect on own foundation skills and identify opportunities for improvement if necessary 2. Analyse own foundation skills and identify gaps that may impact on delivery in an education and training setting 3. Actively develop own foundation skills as required to support delivery and assessment practice in an education and training setting 4. ? 	<ol style="list-style-type: none"> 1. Reflect on own foundation skills and identify opportunities for improvement if necessary 2. Analyse own foundation skills and identify gaps that may impact on delivery in a workplace setting 3. Actively develop own foundation skills as required to support delivery and assessment practice in a workplace setting 4. ? 	<ol style="list-style-type: none"> 1. Reflect on own foundation skills and identify opportunities for improvement if necessary 2. Analyse own foundation skills and identify gaps that may impact on delivery in a community setting 3. Actively develop own foundation skills as required to support delivery and assessment practice in a community setting 4. ?