Foundation Skills Professional Standards Framework

Final draft for trialling

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Contents

Introduction

Everyone uses foundation skills every day. These skills underpin our social interactions, our engagement with education and training, our participation in work, and our contributions to community and society.

Practitioners who support adult Australians to develop their foundation skills play a critical role in building individuals' skills for personal agency, social participation and economic empowerment. The focus of the Foundation Skills Professional Standards Framework ('the Framework') is on the capabilities of the diverse practitioners who perform this critical role.

What are foundation skills?

The term 'foundation skills' has been used in Australian education and training policy since 2010 to describe the generic skills that underpin the acquisition of more technical or vocational skills. Foundation skills include language, literacy and numeracy and employability skills; definitions of which are in constant flux.

The 2012-22 National Foundation Skills Strategy ('the Strategy') uses the following definition:

English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and

Employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for participation in modern workplaces and contemporary life.

Foundation skills development includes both skills acquisition and the critical application of these skills in multiple environments for multiple purposes. Foundation skills are fundamental to participation in the workplace, the community and in adult education and training.[1]

The inclusion of *skills acquisition* and the *critical application of skills* in the Strategy definition of foundation skills positions these skills on a continuum from quite basic to highly developed. Responsibility for developing these skills therefore extends beyond the role of a singular set of practitioners.

For the entire adult population to *acquire* and *critically apply* the foundation skills they need for their own circumstances, individuals need access to foundation skills support throughout their lives, both within and outside traditional learning environments. Language, literacy and numeracy (LLN) practitioners, vocational and other adult educators, community support workers, careers counsellors and many others will have a role in supporting the foundation skills development of individuals.

As defined by the Strategy, foundation skills are broader than established concepts of language, literacy and numeracy. Whilst some examples of common employability skills are cited in the definition, this is not a definitive list and over time the skills required for participation in contemporary work and life are changing. Career development, digital technology, cross-cultural understanding and team building are examples of concepts that may be considered within the definition of foundation skills. A flexible approach to defining

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[1] National Foundation Skills Strategy for Adults, COAG Standing Council on Tertiary Education, Skills and Employment (SCOTESE) Nov 2011 (p2)

and redefining foundation skills is needed to accommodate the broad and shifting range of individuals' skill development needs.

What is the Foundation Skills Professional Standards Framework?

The Foundation Skills Professional Standards Framework ('the Framework') describes the capabilities of the diverse field of practitioners who teach, train, assess and support foundation skills service provision in a variety of environments. It provides a consistent, shared language for talking about the capabilities required in foundation skills service provision.

Uses of the Foundation Skills Professional Standards Framework

The Framework can be used for several purposes.

1. Describe current practitioner capability

The complexity and diversity of foundation skills provision makes it necessary for practitioners to continually reflect on their practice and build their repertoire of skills and knowledge. The Framework can be used to identify and describe a practitioner's competence in any of its thirty-two capabilities at a point in time. The Framework's descriptors make it possible for a practitioner to articulate their foundation skills expertise and identify areas to target for further development.

2. Identify focus areas for workforce capacity building

The effective delivery of foundation skills services often demands a team capability approach. Many roles in foundation skills delivery require specific professional capabilities (particularly from within the Framework's Professional Knowledge domain). The Framework provides consistent descriptors of practitioner capability that can be used, in association with information on workforce requirements, to develop workforce profiles and identify skill gaps and future workforce development requirements.

3. Describe service delivery requirements

The range of foundation skills provision nationally means there is considerable variation in the ways in which practitioner skills and expertise are described for different job roles. The common language of the Framework can be used to develop job descriptions that consistently describe expected practitioner capabilities and program requirements.

4. Describe and organise professional development options

The Framework can be used as a schema to help practitioners relate the outcomes of professional development activities to their own professional learning needs, thus enabling them to make more informed and effective choices when selecting professional development options.

Training organisations and professional associations can also use the Framework structure to plan and design professional development activities that address aspects of practitioner capability.

Background to the Foundation Skills Professional Standards Framework

The Framework was developed with funding from National Training System Commonwealth Own Purpose Expenditure (*NTS COPE*), managed and coordinated by the Department of State Development, South Australian Government, on behalf of all Australian Governments between 2013−2017.

Development of the Framework supports the fourth priority action from the National Foundation Skills Strategy for Adults that focuses on *Building the capacity of the education and training workforces to deliver foundation skills – building the skills of specialist language, literacy and numeracy practitioners, developing the workforce to enable the effective teaching of employability skills and supporting vocational trainers to better integrate foundation skills with vocational training.*

The development of the Framework was informed by a combination of quantitative and qualitative research, including extensive national stakeholder consultations and primary research conducted by the National Centre for Vocational Education Research (NCVER). Development activity was overseen by a national reference group with representation from the Commonwealth and each State and Territory.

National Project Reference Group 2016−17

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Concepts underpinning the Framework

The Framework captures and describes the capabilities required across a wide range of job roles within education and training, personal and community, and workplace and employment environments. Through consultation for the Framework development process, many practitioners concluded that no single individual can be an expert in all aspects of foundation skills provision. The range of provision – across learning contexts, learner groups, foundation skill levels, and skill areas including the breadth of language, literacy and numeracy and employability skills – provides multiple fields of expertise and many niche areas of specialisation. As such, not all the capabilities in the Framework will apply to all practitioners.

Capabilities relating to the delivery and assessment of English language, literacy, numeracy and employability skills have been separated into individual streams in the Framework for specificity. However, this can create an artificial separation between the capability descriptors. In reality there can be strong interdependence between these capabilities. For example, a practitioner's ability to deliver employability skills may be highly dependent on their ability in the delivery of English language with all that entails in terms of cultural competency, learning styles and methodology.

Through gradations of level, the Framework makes it possible to capture the way in which an individual practitioner's capabilities are combined to form a unique profile.

See the practitioner case studies for examples.

Professional standards

Foundation skills delivery is a complex field of practice that includes a diversity of practitioners delivering a wide variety of skills across a range of contexts. Research findings from the early phases of the Framework development process, indicated that a range of practitioner capabilities is required and that there is no single definition of a foundation skills practitioner.

As directed by the National Foundation Skills Strategy for Adults, the first phase of the Framework development project explored options for developing professional standards for practitioners who are delivering foundation skills. Professional standards were identified in the Strategy as a potential mechanism for strengthening and diversifying the identity of the foundation skills practitioner field, and supporting professional expertise in foundation skills delivery.

In many other industries, formal professional standards include structures and systems linked to descriptors of associate and professional roles within the industry. Examples of structures and systems include qualification frameworks, codes of ethics, membership arrangements, continuing professional development requirements, registration conditions and quality assurance procedures.

Early project research indicated that the introduction of new structures and systems, especially if they were to be regulated or compulsory, was not supported or deemed necessary. However, there was support for a standard framework that would provide a consistent, shared language for describing and documenting the responsibilities and capabilities of those working in foundation skills service delivery.

Professional competency model

The Framework is based on a professional competency model of expertise, i.e. a continuum of competence rather than a model where the level of the practitioner remains static. The language of the Framework and its capability descriptors conveys increasing knowledge and responsibility across four levels.

The levels of professional standard reflect the fact that the provision of foundation skills services will often rely on a team effort involving several people with varying levels of responsibility and expertise. The levels apply to each capability and indicate the degree to which that capability is central to someone's role and how much it is their sole responsibility. In this light, level one should not be viewed as a beginning stage of development, but a reflection of job roles where the provision of foundation skills services is not the main

focus and is done only with support and collaboration from others.

The table below summarises how increasing responsibility and knowledge expectations apply across the four levels of the Framework. The four levels are applied to each capability to generate a gradation of expertise.

Levels:	1	2	3	4
Responsibility:	Seeks support and advice from experienced foundation skills providers	Takes responsibility with support or guidance, or as part of a team	Takes responsibility independently and in collaboration with others	Assumes independent responsibility and provides leadership or mentoring for others
Knowledge:	Has broad knowledge of the subject but needs assistance to apply to own practice	Has sound knowledge of the subject and applies to own practice with some guidance	Has comprehensive knowledge of the subject and thinks critically and creatively about the application of knowledge to own practice	Has mastered available knowledge of the subject and systematically reviews and evaluates the application of knowledge to own practice

Table 1: Responsibility and knowledge across the Framework's four levels

The Framework is designed so that practitioners can describe themselves or their practice across multiple levels, depending on the capability being considered. Individual practitioners have their own unique set of capabilities that have been developed to different extents, and exercised at different levels, depending on their own context knowledge, skills and experience.

The Framework's professional competency model supports continuing professional development. Rather than specify a point at which practitioners are deemed 'competent', the Framework highlights where capabilities can be further extended and diversified for different contexts.

Service provision contexts

The Framework describes capabilities as generically as possible to enable them to be used across the diverse contexts in which foundation skills services are delivered. Foundation skills service delivery takes place in three broad contexts:

- Education and Training
- Workplace and Employment
- Personal and Community

Differences in culture, objectives, expectations, rules, stakeholders and resources make every context unique. Along with the three broad categories above, as can be seen in Table 2 below, service delivery contexts may also be distinguished in relation to their:

- Delivery environment – physical or online; formal or informal
- Intended outcome – targeted foundation skills building, integrated skill development, skills assistance or support

The context in which service delivery takes place affects how the capability descriptors in the Framework will be interpreted and demonstrated. Table 2 captures the range of contexts in which foundation skills service delivery may take place, although many actual delivery contexts will not fit neatly within these categories. The capabilities in the Framework are designed to capture the foundation skills service delivery that occurs within all the contexts summarised in the Table 2.

See the practitioner case studies and Appendix for context-specific examples.

Contexts	Delivery environment	Intended outcome
Education and Training	All types of formal education and training environments, including classroom, outdoor learning space and online delivery locations of adult learning, training or education programs	1. Improving an individual's foundation skills, e.g. AMEP, SEE, CGEA 2. Supporting competency in a vocational skill with contextualised foundation skill building, e.g. calculating area in a carpentry training program 3. Supporting individuals or groups who need help with a foundation skill, e.g. integrated or stand-alone learner support models
Personal and Community	All types of personal and community environments, including physical and online locations for social service agencies, community services facilities, libraries and community-based organisations	1. Improving an individual's foundation skills, e.g. tutoring in a community house or library 2. Supporting participation in community or personal programs or activities with contextualised foundation skills building, e.g. reading and numeracy skill development as part of a cooking class 3. Supporting individuals or groups who need help with a foundation skill, e.g. helping someone fill in a form as part of social service provision
Workplace and Employment	All types of indoor and outdoor workplace environments, including apprentice training facilities, workplaces and job/employment service agencies	1. Improving an individual's foundation skills, e.g. activities to build communication skills for participating in a meeting, or writing skills using organisational templates for case notes 2. Supporting the development of vocational skills with contextualised foundation skills development, e.g. knowledge of fractions to underpin use of workplace equipment 3. Supporting individuals or groups who need help with a foundation skill, e.g. helping to complete a workplace incident report

Table 2: Contexts for foundation skills service delivery

Structure of the Framework

The Framework includes three Capability Domains and four levels of professional standard.

		Levels of Professional Standard			
		1	**2**	**3**	**4**
Capability Domains	**A. Professional Knowledge**	This domain focuses on the application of knowledge about foundation skills. It includes 12 capabilities divided into streams: • Know the demands • Know the learners • Know what to do			
	B. Professional Practice	This domain focuses on the practice of providing foundation skills services. It includes 12 capabilities divided into streams: • Organise • Deliver • Assess			
	C. Professional Engagement	This domain focuses on continuing professional development. It includes 8 capabilities divided into streams: • Engage with others • Engage in professional learning			

Table 3: Capability Domains and Levels of Professional Standard

While an individual will generally have some capabilities in each of the three domains, it is important to note that they are not expected to have all capabilities or be at the same level across all their capabilities. The level at which individuals operate will depend on their experience and context. This will generally result in a spiky profile across the capabilities, indicating individual areas of expertise.

As may be seen in Table 4 below, the Framework includes 32 capabilities.

Domain	Stream	Capability
A. Professional Knowledge	*Know the demands*	A1. Know the English language demands
		A2. Know the adult literacy demands
		A3. Know the numeracy demands
		A4. Know the employability skills demands
	Know the learners	A5. Know learners' English language skills
		A6. Know learners' adult literacy skills
		A7. Know learners' numeracy skills
		A8. Know learners' employability skills
	Know what to do	A9. Know how to apply adult learning principles
		A10. Know how to address the demands of different learning contexts
		A11. Know how to recognise and value the social, cultural and linguistic diversity of learners
		A12. Know how to select teaching strategies that support learner participation
B. Professional Practice	*Organise*	B1. Collaborate with others to deliver services
		B2. Provide foundation skills pathway advice
		B3. Access resources
		B4. Create responsive foundation skills programs
		B5. Deliver English language

Domain	Stream	Capability
	Deliver	B6. Deliver adult literacy
		B7. Deliver numeracy
		B8. Deliver employability skills
	Assess	B9. Assess English language
		B10. Assess adult literacy
		B11. Assess numeracy
		B12. Assess employability skills
C. Professional Engagement	*Engage with others*	C1. Review own delivery and assessment practice
		C2. Share knowledge
		C3. Engage with professional networks
		C4. Liaise with stakeholders
	Engage with professional learning	C5. Identify own English language and literacy skills
		C6. Identify own numeracy skills
		C7. Identify own employability skills
		C8. Participate in professional development

Table 4: List of Framework capabilities

The Foundation Skills Foundation Skills Framework

Levels:			1	2	3	4
Capabilities			**Descriptor statements**			
A. Professional Knowledge	*Know the demands*	**A1. Know the English language demands**	A1.1 Use awareness of English language demands in a specific context to identify potential barriers for individuals	A1.2 Use available sources of information and recognised tools to identify English language demands	A1.3 Use recognised tools and frameworks, and comprehensive knowledge and experience of context, to identify and describe English language demands	A1.4 Use specialised knowledge and experience of context to analyse English language demands
		A2. Know the adult literacy demands	A2.1 Use awareness of adult literacy demands in a specific context to identify potential barriers for individuals	A2.2 Use available sources of information and recognised tools to identify adult literacy demands	A2.3 Use recognised tools and frameworks, and comprehensive knowledge and experience of context, to identify and describe adult literacy demands	A2.4 Use specialised knowledge and experience of context to analyse adult literacy demands
		A3. Know the numeracy demands	A3.1 Use awareness of numeracy demands in a specific context to identify potential barriers for individuals	A3.2 Use available sources of information and recognised tools to identify numeracy demands	A3.3 Use recognised tools and frameworks, and comprehensive knowledge and experience of context, to identify and describe numeracy demands	A3.4 Use specialised knowledge and experience of context to analyse numeracy demands
		A4. Know the employability skills demands	A4.1 Use awareness of employability skills demands in a specific context to identify potential barriers for individuals	A4.2 Use available sources of information and recognised tools to identify employability skills demands	A4.3 Use recognised tools and frameworks, and comprehensive knowledge and experience of context to identify and describe employability skills demands	A4.4 Use specialised knowledge and experience of context to analyse employability skills demands

Levels:			1	2	3	4
Capabilities			**Descriptor statements**			
A. Professional Knowledge	*Know the learners*	**A5. Know learners' English language skills**	A5.1 Identify broad strengths and weaknesses in the English language skills of individuals based on their performance within a specific context	A5.2 Assess the English language skills of individuals using pre-prepared tools based on recognised frameworks	A5.3 Design and use contextualised assessment tools based on recognised frameworks to assess the English language skills of individuals	A5.4 Use recognised frameworks to develop tools and processes for structured, diagnostic assessment of the English language skills of individuals and groups
		A6. Know learners' adult literacy skills	A6.1 Identify broad strengths and weaknesses in the adult literacy skills of individuals based on their performance within a specific context	A6.2 Assess the adult literacy skills of individuals using pre-prepared tools based on recognised frameworks	A6.3 Design and use contextualised assessment tools based on recognised frameworks to assess the adult literacy skills of individuals	A6.4 Use recognised frameworks to develop tools and processes for structured, diagnostic assessment of the adult literacy skills of individuals and groups
		A7. Know learners' numeracy skills	A7.1 Identify broad strengths and weaknesses in the numeracy skills of individuals based on their performance within a specific context	A7.2 Assess the numeracy skills of individuals using pre-prepared tools based on recognised frameworks	A7.3 Design and use contextualised assessment tools based on recognised frameworks to assess the numeracy skills of individuals	A7.4 Use recognised frameworks to develop tools and processes for structured, diagnostic assessment of the numeracy skills of individuals and groups
		A8. Know learners' employability skills	A8.1 Identify broad strengths and weaknesses in the employability skills of individuals based on their performance within a specific context	A8.2 Assess the employability skills of individuals using pre-prepared tools based on recognised frameworks	A8.3 Design and use contextualised assessment tools based on recognised frameworks to assess the employability skills of individuals	A8.4 Use recognised frameworks to develop tools and processes for structured, diagnostic assessment of the employability skills of individuals and groups

Levels:		1	2	3	4
Capabilities		**Descriptor statements**			
A. Professional Knowledge / *Know what to do*	**A9. Know how to apply adult learning principles**	A9.1 Use basic understanding of adult learning principles to inform interaction with individuals	A9.2 Use general understanding of adult learning principles to guide the provision of services to individuals or groups	A9.3 Use thorough understanding of adult learning principles to underpin the development and provision of foundation skills services that are responsive to the needs of individuals or groups	A9.4 Use deep understanding of adult learning principles to design, implement and evaluate foundation skills programs or resources
	A10. Know how to address the demands of different learning contexts	A10.1 Use basic understanding of the demands of learning contexts to access support from foundation skills providers to address the identified needs of individuals or groups	A10.2 Use general understanding of the demands of learning contexts to adjust foundation skills provision to address the identified needs of individuals or groups	A10.3 Use thorough understanding of the demands of learning contexts to develop and deliver foundation skills program based on identified needs of individuals or groups	A10.4 Use deep understanding of the demands of learning contexts to design, implement and evaluate foundation skills programs or resources based on identified individual, group and stakeholder needs
	A11. Know how to recognise and value the social, cultural and linguistic diversity of learners	A11.1 Use basic understanding of social, cultural and linguistic diversity to inform interaction with individuals	A11.2 Use general understanding of social, cultural and linguistic diversity to guide the provision of foundation skills services to individuals or groups	A11.3 Use thorough understanding of social, cultural and linguistic diversity to underpin the development and provision of foundation skills services that are responsive to the needs of individuals or groups	A11.4 Use deep understanding of social, cultural and linguistic diversity to design, implement and evaluate foundation skills programs or resources
	A12. Know how to select teaching strategies that support learner participation	A12.1 Use basic understanding of instructional strategies to inform interaction with individuals	A12.2 Use general understanding of teaching theories and methodologies to guide the provision of foundation skills services to individuals or groups	A12.3 Use thorough understanding of teaching theories and methodologies to underpin the development and provision of foundation skills services that are responsive to the needs of individuals or groups	A12.4 Use deep understanding of teaching theories and methodologies to design, implement and evaluate foundation skills programs or resources

Levels:	1	2	3	4
Capabilities	**Descriptor statements**			
B1. Collaborate with others to deliver services	B1.1 Work with providers of foundation skills services by providing context-specific support and advice	B1.2 Work with others to deliver foundation skills services	B1.3 Build partnerships and collaborate with others to deliver foundation skills services	B1.4 Lead initiatives to bring diverse stakeholders together to establish and deliver foundation skills services
B2. Provide foundation skills pathway advice	B2.1 Identify foundation skills support services available for individuals	B2.2 Advise individuals on a range of available options for foundation skills development pathways	B2.3 Tailor foundation skills pathways advice to identified development needs for individuals or groups	B2.4 Establish and lead fit-for-purpose foundation skills advisory services
B3. Access resources	B3.1 Source resources to support foundation skills development through advice from experienced mentors and professional networks	B3.2 Access and review recommended foundation skills resources to determine their suitability for use for a particular purpose with support from an experienced mentor	B3.3 Develop or contextualise foundation skills resources to meet the requirements of a particular purpose or delivery context	B3.4 Lead the development and validation of foundation skills resources designed to meet identified needs
B4. Create responsive foundation skills programs	B4.1 Identify the combination of foundation skills that need to be addressed through a learning program for an individual or group	B4.2 Work with others to ensure that learning programs address the combination of foundation skills required by the individual or group	B4.3 Analyse the impact that combinations of foundation skills have on program design and develop learning programs that address individual or group requirements	B4.4 Lead the design, development and evaluation of learning programs that draw together specialised knowledge to provide combinations of foundation skills development for individuals or groups

B. Professional Practice — *Organise*

Levels:			1	2	3	4
Capabilities			**Descriptor statements**			
B. Professional Practice	*Deliver*	**B5. Deliver English language**	B5.1 Use simple instructional strategies to support English language skill development with full support from experienced mentor	B5.2 Apply teaching theories and methodologies to the delivery of English language with guidance from an experienced mentor	B5.3 Draw on experience and applied knowledge of effective teaching theories and methodologies to deliver English language in a specific context	B5.4 Draw on advanced theoretical and technical knowledge of teaching theories and methodologies to provide leadership in learning design and facilitation for English language provision
		B6. Deliver adult literacy	B6.1 Use simple instructional strategies to support adult literacy skill development with support from experienced mentor	B6.2 Apply teaching theories and methodologies to the delivery of adult literacy with guidance from an experienced mentor	B6.3 Draw on experience and applied knowledge of effective teaching theories and methodologies to deliver adult literacy in a specific context	B6.4 Draw on advanced theoretical and technical knowledge to provide leadership in learning design and facilitation for adult literacy provision
		B7. Deliver numeracy	B7.1 Use simple instructional strategies to support numeracy skill development with support from experienced mentor	B7.2 Apply teaching theories and methodologies to the delivery of numeracy with guidance from an experienced mentor	B7.3 Draw on experience and applied knowledge of effective teaching theories and methodologies to deliver numeracy in a specific context	B7.4 Draw on advanced theoretical and technical knowledge to provide leadership in learning design and facilitation for numeracy provision
		B8. Deliver employability skills	B8.1 Use simple instructional strategies to support employability skills development with support from experienced mentor	B8.2 Apply teaching theories and methodologies to the delivery of employability skills with guidance from an experienced mentor	B8.3 Draw on experience and applied knowledge of effective teaching theories and methodologies to deliver employability skills in a specific context	B8.4 Draw on advanced theoretical and technical knowledge to provide leadership in learning design and facilitation for employability skills provision

Levels:	1	2	3	4
Capabilities	**Descriptor statements**			
B9. Assess English language	B9.1 Use outcomes from diagnostic English language assessments to inform approaches to service provision with support from an experienced mentor	B9.2 Use available assessment tools and processes to conduct English language assessments with guidance from an experienced mentor	B9.3 Draw on experience and applied knowledge of assessment tools, processes and frameworks to conduct diagnostic, formative and summative assessments of English language	B9.4 Draw on advanced theoretical and technical knowledge of assessment methodologies to provide leadership in the design, development, implementation and review of English language assessment
B10. Assess adult literacy	B10.1 Use outcomes from diagnostic adult literacy assessments to inform approaches to service provision with support from an experienced mentor	B10.2 Use available assessment tools and processes to conduct adult literacy assessments with guidance from an experienced mentor	B10.3 Draw on experience and applied knowledge of assessment tools, processes and frameworks to conduct diagnostic, formative and summative assessments of adult literacy	B10.4 Draw on advanced theoretical and technical knowledge of assessment methodologies to provide leadership in the design, development, implementation and review of adult literacy assessment
B11. Assess numeracy	B11.1 Use outcomes from diagnostic numeracy assessments to inform approaches to service provision with support from an experienced mentor	B11.2 Use available assessment tools and processes to conduct numeracy assessments with guidance from an experienced mentor	B11.3 Draw on experience and applied knowledge of assessment tools, processes and frameworks to conduct diagnostic, formative and summative assessments of numeracy	B11.4 Draw on advanced theoretical and technical knowledge of assessment methodologies to provide leadership in the design, development, implementation and review of numeracy assessment
B12. Assess employability skills	B12.1 Use outcomes from diagnostic employability skills assessments to inform approaches to service provision with support from an experienced mentor	B12.2 Use available assessment tools and processes to conduct employability skills assessments with guidance from an experienced mentor	B12.3 Draw on experience and applied knowledge of assessment tools, processes and frameworks to conduct diagnostic, formative and summative assessments of employability skills	B12.4 Draw on advanced theoretical and technical knowledge across a range of assessment methodologies to provide leadership in the design, development, implementation and review of employability skills assessment

The left side of the table is labelled **B. Professional Practice** and *Assess*.

Levels:	1	2	3	4
Capabilities	**Descriptor statements**			
C1. Review own delivery and assessment practice	C1.1 Use advice from others to target areas for capability building in own delivery and assessment practice	C1.2 Seek and use advice from others to build own capability in foundation skills delivery and assessment	C1.3 Review own foundation skills delivery and assessment practice and actively seek feedback to build capability	C1.4 Continually review own professional practice using specialised feedback from others to identify opportunities for improvement offered by emerging research in aspects of foundation skills delivery and assessment
C2. Share knowledge	C2.1 Access information about foundation skills from authoritative sources and share relevant knowledge with others	C2.2 Access and synthesise information about foundation skills from a range of sources and share relevant knowledge with others	C2.3 Transfer specialised knowledge to others through participation in knowledge sharing activities	C2.4 Lead knowledge sharing approaches that meet identified audience needs and build understanding and awareness of foundation skills policy, resources and services
C3. Engage with professional networks	C3.1 Participate in activities conducted by professional networks or associations to build awareness of foundation skills	C3.2 Identify and engage with relevant professional networks or associations to inform own foundation skills practice	C3.3 Establish and maintain connections with professional networks or associations to stay informed of developments relevant to own foundation skills practice	C3.4 Initiate and facilitate interaction with professional networks or associations to keep abreast of emerging research and practice in the provision of foundation skills services
C4. Liaise with stakeholders	C4.1 Participate in dialogue with stakeholders to gather information on stakeholder needs and expectations	C4.2 Engage with stakeholders to ensure own practice is guided by stakeholder needs and expectations	C4.3 Establish and maintain relationships with stakeholders to ensure that own practice meets stakeholder needs and expectations	C4.4 Initiate and facilitate ongoing approaches for stakeholder liaison to ensure that learning programs meet stakeholder needs and expectations

C. Professional Engagement

Engage with others

Levels:			1	2	3	4
		Capabilities		**Descriptor statements**		
C. Professional Engagement	*Engage in professional learning*	**C5. Identify own English language and literacy skills**	C5.1 Reflect on own English language and literacy skills and identify strengths and weaknesses	C5.2 Analyse own English language and literacy skills to identify strengths and weaknesses that may impact on practice	C5.3 Critically evaluate own English language and literacy skills and identify skill building strategies to improve own practice	C5.4 Continually monitor and evaluate own English language and literacy skills to identify skill building strategies to support an extension or specialisation of practice
		C6. Identify own numeracy skills	C6.1 Reflect on own numeracy skills and identify strengths and weaknesses	C6.2 Analyse own numeracy skills to identify strengths and weaknesses that may impact on practice	C6.3 Critically evaluate own numeracy skills to identify skill building strategies to improve own practice	C6.4 Continually monitor and evaluate own numeracy skills to identify skill building strategies to support an extension or specialisation of practice
		C7. Identify own employability skills	C7.1 Reflect on own employability skills and identify strengths and weaknesses	C7.2 Analyse own employability skills to identify strengths and weaknesses that may impact on practice	C7.3 Critically evaluate own employability skills to identify skill building strategies to improve own practice	C7.4 Continually monitor and evaluate own employability skills to identify skill building strategies to support an extension or specialisation of practice
		C8. Participate in professional development	C8.1 Identify and access routine professional development on foundation skills relevant to own practice	C8.2 Identify and select relevant foundation skills professional development opportunities to improve own practice	C8.3 Evaluate and select specialised foundation skills professional development opportunities to extend or strengthen own practice	C8.4 Design and facilitate foundation skills professional development to continuously and strategically improve own practice and inform or validate the practice of others