

# Working Together in the Evolving World of Adult Literacies

## **A model for integrating foundation skills into vocational study in the Health, Aged Care and Nursing area**

The situation :

- **The Aged Care course is a high demand one in this regional area, leading to a reasonable chance of work in an area with high unemployment.**
- **It was a planned short delivery (2 days) as a bridging course for a group of learners who made up “unmet demand” for a course which had recently commenced with maximum numbers. These people were still interested in the next intake.**

## Who are the stakeholders ?



## Stakeholders

### CURRENT -

- Learners
- TAFE Nursing teachers
- TAFE Foundation Skills teachers
- TAFE compliance expectations

### FUTURE -

- Employers
- Aged care residents

## What happened ?

Teachers at North Coast TAFE (Nursing & Foundation Skills ) worked together to create integrated skills delivery:

- learners were introduced to underpinning skills needed for the vocational course
- literacy skills and assessments were fully integrated into the Aged Care context
- 3 units were taught & assessed, incorporating practical & written tasks

## Why use the Foundation Skills Training package ?

What industry has to say :

<https://www.ibsa.org.au/why-use-fsk>

## What Are Foundation Skills?

- Foundation skills are those core or essential skills we need to engage successfully in work and life.
- The term 'Foundation Skills' is currently used to include **the core skills** defined in the Australian Core Skills Framework (ACSF) **as well as** the **employability skills** identified by employers as critical for effective performance in the workplace.

<https://www.serviceskills.com.au/foundation-skills>

## What Are Foundation Skills?

- The core skills of the **ACSF** include reading, writing, oral communication, numeracy and learning.
- 'Employability skills' now come under a new framework called Core Skills for Work (**CfW**) and incorporate skills such as problem solving, teamwork and digital literacy.

<https://www.serviceskills.com.au/foundation-skills>



## Skills for life

- Although foundation skills are viewed as those that underpin vocational learning and skills development, **they should not be interpreted as only low-level or single-level skills.**
- Foundation skills range from quite basic, entry-level skills to very specialised or high-level skills.
- People are constantly challenged with new forms of communication and information as they take on different roles throughout their personal and working life.

<https://www.serviceskills.com.au/foundation-skills>

## WHO are the learners?

<https://www.ibsa.org.au/who-are-learners>

Is this your experience ?

## How were units of delivery chosen ?

1. Nursing unit identified by the teachers
2. Latest version downloaded from Training .gov.au
3. The two teachers met to analyse and map the main Foundation Skills needed to successfully complete this unit

Activity



**Australian Government**

**Department of Education, Employment and Workplace Relations**

## **HLTCSD305C Assist with client movement**

Release: 1

north coast  
**TAFE**  
NSW

## Elements and Performance Criteria

**1. Prepare to assist with client movement**      1.1 Confirm requirements for assisting with client movement with relevant personnel and care plan or organisation policy and procedures

- 1.2 Select equipment according to client requirements
- 1.3 Appropriately prepare environment
- 1.4 Explain the procedure to client and answer questions as required and according to appropriate communication protocols
- 1.5 Seek client consent and cooperation
- 1.6 Carry out procedure according to safe working practices

## Elements and Performance Criteria

### 2. Assist with client movement

- 2.1 Carry out client movement using appropriate safe handling method and equipment as required
- 2.2 Take appropriate action to ensure client comfort and safety throughout positioning or transfer
- 2.3 Communicate with clients during movement according to appropriate protocols

## Elements and Performance Criteria

### **3. Complete assistance with client movement**

- 3.1 Return equipment to appropriate place as required
- 3.2 Clean equipment in accordance with organisation policy and procedures
- 3.3 Report equipment faults immediately in accordance with organisation procedures

## WHICH FSK units to choose – How to decide ?

- Highlight the Core Skills in the Performance criteria ( teachers together )
- Discuss **level** of Core Skill needed – stated in Unit document ?
  - what AQF level is the unit ?
- Look at the available units in ACSF for the identified Core Skills and ACSF levels
- Decide on some possibilities and then look at them in detail from [training.gov.au](http://training.gov.au)
- Decide together



# WHICH FSK units– How to decide ?

## Activity

ACSF	Reading	Negotiation	Meetings	Presenting	Team work
5	<b>FSKRDG12</b>  Read and respond to highly complex workplace information				
4	<b>FSKRDG11</b>  Read and respond to complex workplace information	<b>FSKOCM08</b>  Use oral communication skills to facilitate workplace negotiations	<b>FSKOCM09</b>  Use oral communication skills to facilitate workplace meetings	<b>FSKOCM10</b>  Use oral communication skills for complex workplace presentations	<b>FSKOCM11</b>  Use oral communication skills to facilitate workplace teams
3	<b>FSKRDG10</b>  <b>Read and respond to routine workplace information</b>  <b>FSKRDG09</b>  Read and respond to routine standard operating procedures  <b>FSKRDG08</b>  Read and respond to routine visual and graphic texts		<b>FSKOCM04</b>  Use oral communication skills to participate in workplace meetings	<b>FSKOCM05</b>  Use oral communication skills for effective workplace presentations	<b>FSKOCM07 Interact effectively with others at work</b>  <b>FSKOCM06</b>  Use oral communication skills to participate in workplace teams

## Next step

- Contextualise learning materials and assessments of FSK units to suit the Nursing unit :
- How ?
- Both teachers together refer back to the unit document and see if there were any specific texts mentioned ?



## What was found?

- Texts – care plan
- Organisation policy and procedures
- Communicating with clients



# Sample of contextualised teaching resource

XYZ Health Services  
**Care Plan**

Name:
DOB:
MRN:
Doctor:

Date	Identified care need	Goal	Intervention/Strategy	Evaluation	Signature

# Sample of contextualised assessment

Morgan Bay Health Services  
**Care Plan**

<b>Name:</b>	Joyce Crawler
<b>DOB:</b>	29/04/1932
<b>MRN:</b>	653265
<b>Doctor:</b>	Dr Smoothie

Date	Identified care need	Goal	Intervention/Strategy	Evaluation	Signature
16/09	Unsteady gait related to Acquired Brain Injury	Mobility will be safely maintained	Provide direction Supervise movement due to history of falls Encourage to maintain mobility		
	Impaired communication interaction due to unspoken English & fear of losing cultural identity	Maintain ongoing clear and understandable communication between resident and staff & Maintain cultural identity	Use of interpreter Use of communication aids / boards Encourage frequent visits from family & friends Priest to visit weekly Attend Italian cultural centre monthly Use of interpreter		
	Unable to eat meals without assistance due to muscle weakness in arms and wrist	Adequate nutrition maintained	Assist in position prior to all meals Assist with appropriate eating utensils Cut up and pour fluids when necessary Check on progress during meals and assist with completion if needed Document and report progress or changes		
	Personal hygiene deficit due to acquired brain injury	To provide daily care with showering, hair, skin and oral care	Daily shower on commode chair with assistance from extra staff when needed Clean dentures, attend to grooming and appropriate dressing attire		
	Infrequent technical observations attended	To attend to record technical observations weekly	Attend to Blood Pressure, T, P & R, Urinalysis and BGL every Sunday and document results Notify T/L of any changes		

# Sample of contextualised assessment

## Questions

1. What is the text type? \_\_\_\_\_
2. What organisation was it written for? \_\_\_\_\_
3. Who was it written about? \_\_\_\_\_
4. When was it written? \_\_\_\_\_
5. What information does it contain about the client?  
\_\_\_\_\_
6. How do you know what the information in each column is about?  
\_\_\_\_\_  
\_\_\_\_\_

## Delivery

- The two days were delivered through **team teaching** where the Nursing teacher and the Foundation Skills teacher were both present for the two days –

## Delivery advantages

**THREE** advantages :

- contextualised the skills and content for the learners
- provided extra support for the learners during activities
- strengthened ties between the two teaching areas at TAFE



## Something to remember

<http://www.youtube.com/watch?v=4D4DXLhqpl>



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