



## Response for the Education IRC and PWC Skills for Australia

ACAL is a national body that advocates and responds to issues relevant to adult literacy and numeracy education in Australia. The following response has been prepared with nationwide consultation. Members from regional and remote areas have been active in preparing this response.

### Qualifications across the field

ACAL advocates for and supports the development of adult literacy across Australia. As such, ACAL embraces and supports any mode of training and type of teacher or tutor who works toward this aim. ACAL recognises that the field of adult literacy is diverse, both in terms of learners and workers. ACAL recognises the important role of all those working in the adult literacy field, whether they be untrained helpers, tutors, literacy and numeracy specialists, researchers, academics or others. The level of qualification and experience of those working effectively in the field is not necessarily correlated to their degree of impact, but we believe specialised qualifications and experience are likely to result in good practice.

### Qualifications in the FSK Training Package

A training package sets a standard of delivery that requires nation-wide consistency for a specific purpose. The qualifications deemed necessary for the only training package associated with adult literacy and numeracy set the standard for the general understanding of the field, both by participants and observers.

Content expertise should be mandated in the FSK Training Package assessor requirements.

Content expertise for literacy and numeracy support for vocational and workplace learners may take the form of any of the following:

- Knowledge of adult learning
- Knowledge of adult literacy
- Knowledge of adult numeracy
- Knowledge of \*education.

Nuances of understanding in the field, and levels of professional expertise, should be evidenced in the national training package. In other contexts, including but not limited to non-accredited training, community settings, pathway courses, accredited training, and informal contexts, the level of expert knowledge required varies according to context, purpose and cohort.

The training package is designed to serve a specific purpose and cohort and this purpose and cohort does require and deserve a level of expertise beyond that of simply being qualified to a particular level.

The aim of the training package is to support those engaged in vocational study or work. The very need for the units arises because generally vocational trainers and those in the workplace have been unable to address foundation skills through their own delivery. These trainers have not been able to address these needs by embedding support in their vocational contexts because specialist skills and knowledge are required to achieve this. The Foundation Skills Training Package exists because a specialist approach is needed: therefore specialist trainers are required.

A Diploma, without content relating to adult learning theory and/or adult literacy and numeracy theory and practice and/or educational theory does not meet the needs of the learners. Therefore, it is of paramount importance that there is an explicit requirement that the trainer and assessor possesses a qualification which particularly indicates a focus\* on literacy and numeracy, or adult education, or education, as its major intent.

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\* Education is not the same as the TAE skills of training and assessing

\* A focus is usually indicated by the proportion of units/subjects undertaken as a comparison of the total. Whether or not it is at VET or university qualification is not of concern.