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:

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.

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.

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.

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
HLTCSD305C Assist with client movement
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
   o 2.1 Carry out client movement using appropriate safe handling method and equipment as required
   o 2.2 Take appropriate action to ensure client comfort and safety throughout positioning or transfer
   o 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
- Decide together
<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>Negotiation</th>
<th>Meetings</th>
<th>Presenting</th>
<th>Team work</th>
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<tbody>
<tr>
<td>5</td>
<td>FSKRDG12 Read and respond to highly complex workplace information</td>
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<td>4</td>
<td>FSKRDG11 Read and respond to complex workplace information</td>
<td>FSKOCM08 Use oral communication skills to facilitate workplace negotiations</td>
<td>FSKOCM09 Use oral communication skills to facilitate workplace meetings</td>
<td>FSKOCM10 Use oral communication skills for complex workplace presentations</td>
<td>FSKOCM11 Use oral communication skills to facilitate workplace teams</td>
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<td>3</td>
<td>FSKRDG10 Read and respond to routine workplace information</td>
<td>FSKOCM04 Use oral communication skills to participate in workplace meetings</td>
<td>FSKOCM05 Use oral communication skills for effective workplace presentations</td>
<td>FSKOCM07 Interact effectively with others at work</td>
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<td>FSKRDG09 Read and respond to routine standard operating procedures</td>
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<td>FSKRDG08 Read and respond to routine visual and graphic texts</td>
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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

<table>
<thead>
<tr>
<th>Name:</th>
<th>DOB:</th>
<th>MRN:</th>
<th>Doctor:</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Identified care need</th>
<th>Goal</th>
<th>Intervention/Strategy</th>
<th>Evaluation</th>
<th>Signature</th>
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Sample of contextualised assessment

Morgan Bay Health Services
Care Plan

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

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/user/NorthCoastTAFE