



TASMANIAN DISABILITY SECTOR LANGUAGE, LITERACY AND NUMERACY SKILLS ACTION PLAN 2016 – 2017

National Disability Services (NDS)
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Contact

David Clements

NDS State Manager – Tasmania

03 6212 7301

0429 195 935

david.clements@nds.org.au

About National Disability Services

National Disability Services is the peak body for non-government disability services. Its purpose is to promote quality service provision and life opportunities for people with disability. NDS's Australia-wide membership includes more than 1030 non-government organisations, which support people with all forms of disability. NDS provides information and networking opportunities to its members and policy advice to state, territory and federal governments.

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INTRODUCTION

The disability sector is in a period of rapid growth that will continue through until 2019 with the roll out of the National Disability Insurance Scheme (NDIS). In Tasmania 6,500 people currently access services that provide disability support. It is estimated that by the end of 2019 the number of Tasmanians eligible to access the NDIS is projected to be approximately 10,600 people. This is based on figures from the 'Bilateral agreement between the Commonwealth and Tasmania transition to a National Disability Insurance Scheme' and takes into consideration Tasmania's higher disability rate than other states (for men: 18.4% in 2012 compared with 12.8% nation-wide, women: 17.5% compared with 12.7%) (NDS, 2014, 'National Disability Workforce Strategy project: Tasmanian trial site profile and findings'). The increased number of participants in the scheme will require an increase in the size of the workforce and in particular, the number of support workers.

The central tenet of NDIS is that people with disability have choice and control over the services they access to enable them to participate in all domains of life. This will see the demand for more services to be available outside of existing disability service centres. Participants expect support workers to undertake more diverse tasks, including assisting in the management of finances, computers, study and access to mainstream services; all tasks that require good literacy.

The 'Tasmanian Disability Sector Language, Literacy and Numeracy Action Plan 2015-2016' was developed by industry for industry. The original plan came about through actions taken at meetings of the Disability Industry Round Table, which meets quarterly to discuss key concerns to the sector in terms of workforce development. The membership comprises operations managers and human resource managers from disability service provider organisations as well as trainers from registered training organisations. The Plan also leverages off the work done as part of the Disability Workforce Innovation Network project; a federally funded project undertaken by National Disability Services (NDS). The revisions to this Plan 2016-2017 reflect the work that was achieved during implementation of the 2015-2016 Plan as well as the learnings from that activity. Since the first Plan, NDS has written The Tasmanian Disability Workforce Strategy and Action Plan. This LLN Plan forms an action in the broader Workforce Plan under Strategy 3.4, "Strengthen support service capability". This Plan has assumed a stronger focus on supporting disability services to become more literacy friendly. NDS noted that in addition to many employees benefitting from training, there is a need for employers to take action in the following three ways.

- Simplify workplace documents
- Provide more initial support to new workers
- Be clearer on what workers need to report

The goal of this Plan is to strengthen the disability sector workforce so people with disability can participate in all domains of life. The actions in the plan strive to meet this goal by providing workplace language, literacy and numeracy (LLN) training and strengthening the culture of learning within organisations.

Reportedly, 49% of Tasmanians do not have the required level of functional literacy to perform everyday workplace tasks (ABS, 2013, PIAAC 2011-12 Preliminary Tables). Through forums such as the Disability Industry Round Table, NDS is aware the efficiency of businesses in the sector will be challenged by the mismatch of employee skills in this area with those required to successfully transition to the NDIS.

As such, many people in the existing workforce and people entering the sector need the opportunity to strengthen their LLN skills to operate in an increasingly complex environment. All support and training provided to workers, supervisors and managers in the disability sector is likely to have flow-on effects to other community services as the workforce moves between them.

It is anticipated 26TEN will continue their role as a key partner in the implementation of this Plan to comprehensively support the strengthening of the workforce in the disability support sector.



ACTION 1

Support senior managers to support their workforce

All efforts in a workplace to strengthen LLN skills need to be championed by senior management. This is important for a number of reasons:

- Staff will view resulting training as important to and valued by the organisation
- Required organisational resources can be made available
- The cost to the organisation of underdeveloped LLN skills can be estimated by attention to WHS and re-work data
- Considerations, such as back-fill and payment for staff time, can be addressed directly with those with the authority to make decisions



Proposed activity

The Adult Literacy Skills Officer (ALSO) will engage with senior managers in the following ways.

1. The information sheet developed during implementation of the 2015 Plan will be distributed electronically and in hard copy through NDS networks including members, Disability Industry Round Table, Training Quality Network. This information will also be made available from the NDS website. The document provides information about:

- The cost of employees having low level LLN skills
- Strategies that have been successfully used in workplaces to strengthen LLN
- Workforce development practices to destigmatise LLN skills development programs by strengthening a learning based culture
- Benefits of workplace documents written in Plain English and links to support
- Activities available to service providers as a result of this Action Plan

2. Service providers will have the opportunity for the ALSO to visit their workplace and discuss the needs of their workforce. This will provide the opportunity for the practitioner to learn about: the specific LLN skills needs of a particular workplace, its current workforce skills, and the challenges it faces. Based on this consultation they will provide advice on best practice training methods depending on each employee's skill level, work commitments, and other study requirements. The ALSO can further advise on development of Plain English workplace documents and/or provide advice about ways to alter organisational culture with regard to LLN skills development, if required. During this consultation the ALSO will discuss ways the workplace can make their LLN skills development activities sustainable beyond the scope of the Action Plan and any related funding.

Based on the information provided, managers may decide to take advantage of the other actions in this Plan for the benefit of their organisation. Activity will be coordinated by the ALSO and the organisation's delegate. It will be documented through an organisation-specific Workplace Literacy Action Plan (WLAP)¹. This includes a list of recommended activity to be taken by management to enable the success of the project.

Services engaged in the first Plan may have their WLAP updated during implementation of this version.

¹ The WLAP template was developed during implementation of the first Plan, has been updated for this Plan and attached as Appendix A. Sections can be deleted if they are not relevant.

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Program plan	
Staffing	Adult Literacy Support Officer (ALSO) 1 (fixed term) <ul style="list-style-type: none">• 60 hours liaison with services• 20 hours travel to regional areas as required
Financial resources	Funded by 26TEN and DWIN project
Resources required	Office space, computing equipment and systems, printing, venue and catering, access to vehicle
Other considerations	This role requires a highly motivated and self-directed incumbent with in depth knowledge of workplace LLN training provision. Excellent interpersonal skills and document writing skills are required. Experience in the community services sector is highly desirable.
Risks and mitigations	See Risk analysis (p17)
Action and responsibilities	See Schedule (p19)

ACTION 2

Promote the use of Plain English in the workplace

It is important that employers provide workplace documentation in Plain English. This action has two aspects to support employers to meet this end.



Proposed activity

1. Plain English helps people to understand information the first time they read or hear it. The ALSO will coordinate Plain English training sessions with 26TEN and add these events to the NDS workforce development calendar. Plain English can be used in a range of workplace documents including emails, reports, policies, workplace procedures, file notes, and forms. This workshop supports skills development to ensure workplace documents:

- Are written in clear language
- Give or ask for information in the right order
- Help others to find information quickly

2. The ALSO can provide advice to the organisation about the suitability of their workplace documents. They can also, where available, share well written policies and procedures that services can use to base theirs on.

The service organisation will take control of the process of re-writing the documents, supported by the ALSO. This will include a process of review by document users.

Program plan

Staffing	Adult Literacy Support Officer (ALSO) 1 (fixed term) <ul style="list-style-type: none">• 10 hours coordination of workshops• 30 hours - 3 hours support for 10 services
Financial resources	Funded by 26TEN and DWIN project
Resources required	Office space, computing equipment, printing, venue and catering, access to vehicle
Other considerations	This role requires an ALSO with strong skills in evaluating workplace documents. Excellent interpersonal skills and workplace document writing skills are required.
Risks and mitigations	See Risk analysis (p17)
Action and responsibilities	See Schedule (p19)

ACTION 3

Strengthen supervisors' skills to support team members

This activity equips team leaders and supervisors with the skills to support colleagues who have difficulties completing their work due to their LLN skills levels. Supervisors need the knowledge and skills to understand the issues and engage the appropriate support, rather than to develop the capability to resolve such problems.

If real change is to be made in the sector with regard to the LLN skills of the disability workforce, then it is important to break down the stigma associated with low levels of skills. Supportive, understanding and knowledgeable supervisors are key to enabling this to occur within a workplace.

Proposed activity

NDS will identify any relevant funding sources and apply to partner with interested RTO(s) to run this as an accredited program.

A specialist LLN practitioner will provide training for frontline supervisors to support their skills and knowledge in these areas:

- Understand what we mean by language, literacy and numeracy (LLN)
- Recognise the LLN demands of the roles you supervise
- Develop exemplar documents for team members to use as models during induction*
- Learn how to train in the use of standard documents during induction*
- Identify behaviours that mask issues with LLN skills
- Find formal and informal supports including specialist LLN practitioners
- Provide a supportive environment and promote a culture of learning
- Develop effective strategies to encourage team members to participate in training*
- Develop individual plans with employees to strengthen their required skills

The resources developed during the first year of the Plan need some revision during this iteration. The additional topics to be covered are included in the list above with an asterisk.

Training program	
Learners	On average, the learners in the group will have literacy skills around Australian Core Skills Framework (ACSF) level 2-3. Their role can be highly demanding as the span of their supervision is likely to span about 12 – 25 people.
Pathways from training	Enhancement of front line supervision skills. This one unit is from the skillset BSBSS00062 - Workplace Supervisor Language, Literacy and Numeracy Skill Set (Release 2).
Job requirements	Frontline supervisors need to be able to identify team members whose foundation skills are insufficiently well developed to efficiently complete their job role. They then need to develop individual plans with these employees that identify opportunities to strengthen the required skills.
UoC	BSBFLM313A Apply LLN to support others in the workplace
Proposed program	<p>The following program will be repeated three times during the year in several locations depending on demand. The full program is designed to ensure participants roll out their skills in the workplace. Learning will take place across three events.</p> <ul style="list-style-type: none"> • One full-day, face-to-face workshop for frontline supervisors • 1.5 hour, 1:1 follow-up by trainer with frontline supervisors in their workplace • Half day workshop with frontline supervisors to consolidate learning and feedback for intra-sector learning
Staffing	<p>ALSO 1 (fixed term contract)</p> <ul style="list-style-type: none"> • 20 hours to refine training program materials • 20 hours to coordinate funding application with RTO for delivery
Financial resources	Funded by 26TEN and DWIN project
Resource required	Office space, computing equipment and systems, printing, venue and catering, access to vehicle
Other considerations	<p>To ensure sustainability of this kind of training NDS will evaluate the uptake of this training and liaise with a number of RTOs training in the disability sector and ascertain their interest in adding the accredited unit to their scope.</p> <p>This Action will logically follow from the completion of Action 1.</p>
Risks and mitigations	See Risk analysis (p17)
Action and responsibilities	See Schedule (p19)

ACTION 4

Provide training in leadership LLN skills

Some existing and emerging leaders do not have the requisite foundation skills to carry out a higher level role. NDS has learnt this during consultation to develop the Disability Sector Workforce Action Plan. We spoke with services' employees, management and funding bodies.

This Action aims to support service providers to strengthen the capability of their frontline leadership team. It is also hoped this Action will help break down any stigma associated with LLN skills learning as it will be evident this needs to occur at higher levels of the organisation.



Proposed activity

A specialist LLN practitioner will develop materials and conduct four training programs. The training program content is given over the page.

The training programs will be fully flexible to accommodate the authentic texts used in each participant's workplace. Training may be conducted one-on-one or in small groups. This will depend on the demand within each workplace.

Training program overview

Learners	The learners will be existing support workers who have been identified for progression into supervisory roles. Their current ACSF level for the skills they are seeking to strengthen is likely to be between 2 and 3. They will need to develop these skills so they can engage with a limited range of familiar texts (oral or written) that might have the complexity of texts included at ACSF level 4.
Pathways from training	Enhancement of front line supervision skills possibly enabling opportunity for promotion.
Qualifications	Participants may choose to enrol in the accredited units associated with these programs at their own additional cost. Units are taken from Certificate III Business and Foundation Skills qualifications. These units have been selected as they may provide an alternative source of funding to enable the sustainability of the training at the end of this project. They may also provide a guide to the ALSO.
Mode of training	All learning programs will commence face-to-face, on-the-job for a 90 minute session. This session may be one-on-one or in a small group of two to three people. The session will incorporate an initial assessment against the relevant ACSF skills. Follow up face-to-face sessions will be conducted on a regular basis in consultation with the workplace. Depending on the existing skills of the worker, self-paced work may be set to carry on with between face-to-face sessions.

Training delivery plan	
Training facilities	Training will be done at the workplace in small groups of 1-3 so just a small space is required
Staffing	ALSO 1 (fixed term) and other ALSOs located regionally (casual) <ul style="list-style-type: none"> • 40 hours liaison with employers • 50 hours preparation for training • 200 hours training
Financial resources	Funded by 26TEN and DWIN project
Other considerations	The mode of delivery is flexible – modifications may be made to the program to meet the needs of individual workplaces.
Risks and mitigations	See Risk analysis (p17)
Action and responsibilities	See Schedule (p19)

Training program content	
Business writing	
Job requirements	Rosters, writing and reviewing participants' individualised plans, participants' file notes, staff performance appraisals, incident reports, shift reports, funding proposals for small community grants, other internal reports
Duration	As required for the individual learner - regular sessions (weekly or fortnightly) of 30 minute duration
Mode	Face-to-face with a focus on a particular document type within each session.
Resources required	Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO
UoC	BSBWRT301A - Write simple documents BSBWRT401A - Write complex documents FSKWTG09 - Write routine workplace texts FSKWTG10 - Write complex workplace texts FSKWTG11 - Write highly complex workplace texts BSBITU303A - Design and produce text documents BSBITU306A - Design and produce business documents

Training program content	
Business reading	
Job requirements	Standard Operating Procedures, internal workplace reports, internal policies and procedures, incident reports, internal service agreements, reviewing participants' individualised plans, administering medication
Duration	As required for the individual learner - regular sessions (weekly or fortnightly) of 30 minute duration
Mode	Face-to-face with a focus on a particular document type within each session.
Resources required	Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO
UoC	FSKRDG11 - Read and respond to complex workplace information FSKRDG12 - Read and respond to highly complex workplace information

Training program content	
Oral communication for meetings	
Job requirements	Conduct team meetings, attend management meetings
Duration	2-3 sessions of 60 - 90 minutes duration or as required by the individual learner
Mode	Face-to-face – Sessions will cover: use of professional terminology, workplace protocols and procedures of meetings, reflection on recent meetings, role play scenarios likely to arise within meetings. These sessions may be combined with reading and writing if agendas, minutes, etc. need to be covered holistically.
Resources required	Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO
UoC	FSKOCM04 - Use oral communication skills to participate in workplace meetings FSKOCM09 - Use oral communication skills to facilitate workplace meetings FSKOCM11 - Use oral communication skills to facilitate workplace teams

Training program content	
Oral communication for negotiating	
Job requirements	Liaise with management, supervise staff, performance manage staff with support, resolve staff disputes, resolve issues between participants and staff, liaise with families and carers of participants
Duration	2-3 sessions of 60 - 90 minutes duration or as required by the individual learner
Mode	Face-to-face – Sessions may cover: use of professional terminology, workplace protocols and procedures of communication, reflection on recent meetings requiring negotiation and role play scenarios likely to arise within a negotiation. These sessions may be combined with reading and writing if the development of performance appraisals, individualised plans, etc. need to be covered holistically.
Resources required	Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO
UoC	FSKOCM08 - Use oral communication skills to facilitate workplace negotiations

ACTION 5

Provide training in support work LLN skills

Employers have reported to NDS that support workers often have under-developed LLN skills to meet the requirements of the workplace. NDS has learnt this during consultation to develop the Disability Sector Workforce Action Plan. We spoke with services' employees, management and funding bodies.

This action aims to support the sector by strengthening the foundation skills of existing workers in their workplace.

Proposed activity

A specialist LLN practitioner will develop materials and conduct training for support workers in their workplace. The training will be customised to suit individual learners in their workplace context. Broad program themes are identified in the Training Program Content on the following page.

The training will be fully flexible to accommodate the authentic events in each participant's workplace. Training may be conducted one-on-one or in small groups. This will depend on the demand within each workplace.

Training program overview

Learners	The learners will be existing support workers who have been identified as benefiting from further LLN skills development. Their current ACSF level for the skills they are seeking to strengthen will be between 1 and 2. They will need to develop these skills so they can engage with a limited range of familiar texts (oral and written) that might have the complexity of texts included at ACSF level 3.
Pathways from training	Enhancement of skills as a support worker leading to: <ul style="list-style-type: none">• Increased efficiency and productivity• Improved competence and confidence• Opportunity to study Cert III or IV level vocational qualification• Opportunity to extended job roles that can increase work hours for casual staff
Qualifications	Training may be aligned with units from the Foundation Skills Training Package. This option will not be offered under the current plan however may be required to enable continuation of support in the future.
Mode of training	All training will commence with a face-to-face, on-the-job 60 minute session. This session will be most effective if conducted one-on-one. The session will incorporate an initial assessment against the relevant ACSF skills. Follow up face-to-face sessions will be conducted on a regular basis in consultation with the workplace. For the strongest outcome it is recommended that sessions are 30-60 minutes in duration and occur weekly or fortnightly. Depending on the existing skills of the worker, self-paced work may be set to carry on with between face-to-face sessions.

Training delivery plan	
Training facilities	Training will be done at the workplace in small groups of 1-3 so just a small space is required
Staffing	ALSO 1 (fixed term) and other ALSOs located regionally (casual) <ul style="list-style-type: none"> • 35 hours liaison with employers • 50 hours preparation of materials • 200 hours training
Financial resources	Funded by 26TEN and DWIN project
Other considerations	The mode of delivery is flexible – modifications may be made to the program to meet the needs of individual workplaces.
Risks and mitigations	See Risk analysis (p17)
Action and responsibilities	See Schedule (p19)

Training program content	
Reading and interpreting individualised participant plans <ul style="list-style-type: none"> • Purpose, structure, terminology • Follow-up required to support successful plan implementation (e.g. researching community engagement options with/for an individual) 	
Duration	Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner.
Instruction Mode	One-on-one, face-to-face with a focus on authentic plans the learner is involved in implementing.
Resources required	Access to space in the learner's workplace and authentic individualised plans.
UoC	FSKRDG04 – Read and respond to basic workplace information FSKRDG07 – Read and respond to simple workplace information FSKRDG10 – Read and respond to routine workplace information

Training program content	
Recording and reporting <ul style="list-style-type: none"> Record file notes using digital technology as required by the workplace Record information about times and shifts using digital technology as required by the workplace Complete standard workplace reports e.g. incident reports 	
Duration	Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner.
Mode	One-on-one or small group, face-to-face with a focus on authentic tasks the learner needs to complete in the workplace.
Resources required	Access to space in the learner's workplace and authentic records and reports the learner needs to engage with. This collection will include exemplar documents upon which learners can model their writing.
UoC	FSKWTG05 - Complete simple workplace formatted texts FSKDIG02 - Use digital technology for simple workplace tasks FSKWTG09 - Write routine workplace texts FSKDIG03 - Use digital technology for routine workplace tasks

Training program content	
Oral communication <ul style="list-style-type: none"> Using the workplace terminology of the profession Working with others in a team Participating in team meetings Communicating with people with disability 	
Duration	Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner.
Instruction Mode	One-on-one or small group, face-to-face with a focus on workplace based scenarios using role play.
Resources required	Access to space in the learner's workplace.
UoC	FSKOCCM03 - Participate in simple spoken interactions at work FSKOCCM06 – Use oral communication skills to participate in workplace teams FSKOCCM07 - Interact effectively with others at work

Training program content	
Problem solving <ul style="list-style-type: none"> • Recognising workplace problems • Identifying the cause of the problem • Developing creative solutions • Making suggestions respectfully 	
Duration	Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).
Instruction Mode	One-on-one or small group, face-to-face with a focus on authentic situations encountered in the workplace.
Resources required	Access to space in the learner's workplace and authentic individualised plans.
UoC	FSKLRG09 Use strategies to respond to routine workplace problems

Training program content	
Foundation skills to assist with medication <ul style="list-style-type: none"> • Reading skills to follow instructions • Numeracy skills to ensure appropriate measurement and time • Communication skills to communicate with the person being assisted and a supervisor if necessary • Language skills to use technical terminology that needs to be read, spoken or written • Writing skills to complete required documentation 	
Duration	Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).
Instruction Mode	One-on-one or small group, face-to-face with a focus on authentic situations encountered in the workplace.
Resources required	Access to space in the learner's workplace and authentic individualised plans.
UoC	FSKRDG05 – Read and respond to simple workplace procedures FSKNUM09 – Identify, measure and estimate familiar quantities for work FSKOCM03 – Participate in simple spoken interactions at work FSKWTG05 – Complete simple workplace formatted texts

Training program content	
Financial literacy	
<ul style="list-style-type: none"> • Understanding the relationship between time and cost under the NDIS • Managing a personal budget 	
Duration	Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).
Instruction Mode	One-on-one or small group, face-to-face with a focus on authentic situations encountered in the workplace.
Resources required	Access to space in the learner's workplace and authentic individualised plans.
UoC	FSKNUM08 – Identify and use whole numbers and simple fractions, decimals and percentages for work

ACTION 6

Provide short, targeted, in-house workshops with resources

During the implementation of the first LLN Plan 2015 -2016, it was evident that staff meetings are a valuable opportunity for training.

Most services run staff meetings fortnightly or monthly. These are generally of a 2 hour duration and all members of a team come together face-to-face. It appeared that many such team meetings do not achieve the outcomes hoped for by the team members or the services. Strengthening the team leader’s skills and the team members’ skills in planning and running meetings would make such meetings a more effective use of time.

Further, these meetings are often the only time workers are paid outside of client-facing time. The development of short focussed workshops that could be held as part of these team meetings will provide opportunity for teams to learn together about specific LLN skills.

Services may decide to develop in-house capability to sustain delivery of these workshops. This will be supported by Action 2.2.D from the Tasmanian Disability Workforce Strategy and Action Plan. This action involves the development of a non-accredited train-the-trainer program for services to train their own staff, in the first instance, in IT systems.

Proposed activity	
<p>NDS will offer a range of workshops that will be coordinated by the ALSO. Services can invite the ALSO to attend their team meeting and present any number of targeted programs including:</p> <ul style="list-style-type: none"> • Getting the most out of team meetings • Preparing for a performance appraisal • Recording time • Sharing exemplar progress notes • Using dot points to write progress notes • Objective writing – reporting behaviour not emotion • Pointers from Plain English – selected pointers about sentence structure <p>Workshop participant guides and session plans will be developed for each of these and be available to services to run workshops in-house.</p>	
Staffing	<p>ALSO 1 (fixed term) and other ALSOs located regionally (casual)</p> <ul style="list-style-type: none"> • 70 hours training delivery • 30 hours development of training resources
Financial resources	Funded by 26TEN and DWIN project
Resources required	Office space, computing equipment, printing
Risks and mitigations	See Risk analysis (p17)
Action and responsibilities	See Schedule (p19)

Risk analysis	
RISKS	MITIGATION STRATEGIES
Unable to retain existing ALSOs	Promote EOI for position through 26TEN, Aged Care and Early Childhood sectors, TCAL, National Foundation Skills Community of Practice, RTOs, NDS Carecareers website, NDS members networks and professional networks.
Lack of sufficient engagement by employers	NDS has the support of 9 services currently participating in the project. There are another 2-3 services moving toward engagement at a Plan level. During the first year 16 others again have participated in workshops on an ad hoc basis.
	The plan will be promoted through the Disability Industry Round Table e-Newsletter, News Update to members and Training Quality Network.
	The State Manager will promote the opportunity to engage with the plan in meetings and forums as appropriate.
Staff are not allowed time to undertake the training and associated tasks	Ensure the support of senior management to allow time to complete training through Action 2.
	Many sessions will be short (30 – 60 minutes) and offered in the workplace 1:1 to reduce time taken 'off the floor'.
	Sessions can be conducted during staff meetings.
	Supervisor workshop sessions are condensed to 1.5 days with 1:1 in the workplace to follow up.
	Individualised training is relevant to each individual learner so no time is wasted.
Training participants do not apply what has been learnt in the workplace and maintain effort over time	Training is fully contextualised in the workplace ensuring theory and practice are met within all training programs.
	Support of senior management to be garnered at the outset so learners are encouraged by management to continue their efforts in the workplace.
Training has a negative stigma associated with it	Support of senior management to be garnered through Actions 1 and 2.
	Training of supervisors through Action 3.
	Promoting the opportunity as a reward for good performance.
	Identifying foundation skills as just like any other skills that need further development.

RISKS	MITIGATION STRATEGIES
RTOs won't have appropriate unit on scope for Action 3	Through NDS's relationship with TasTAFE, we can ask they add it to scope if it isn't already.
	The resources available from this project will save RTOs time in preparing to add it to scope.
Funding won't become available to fund the Plan at the end of 26TEN funding	Through the Strategic Partnership with Skills Tasmania, NDS can lobby for funding to cover the training components of the Plan.

Schedule			
Date	Res. person	Related Action	Task/Milestone
1/06/16			Completion of previous 26TEN project
2/06/16	MN, AP, CR	4,5	Ongoing engagement with nine services from previous project
30/07/16	MN, CR	3	Learning and assessment tools for BSBFLM313A completed
30/09/16	MN, CR	3	At least one RTO has BSBFLM313A on scope, funding sourced, delivery scheduled and the program promoted
31/12/16	MN, AP, CR	1,2,3,4,5,6	Twelve employers are engaged with the actions of the project and have WLAPs
31/12/16	MN	2	3 Plain English workshops have been run around the State
31/12/16	MN, AP, CR	2	Five services have engaged with ALSO to begin Plain English project
31/12/16	MN, CR	6	Workshop materials for three topics have been developed
31/12/16	MN, AP	6	Ten team-based workshops have been delivered
30/03/17	MN	2	A further 1 Plain English workshop has been run
30/03/17	MN, CR	4,5	Alternative funding for workplace literacy training has been sourced
30/03/17	MN, CR	6	Workshop materials for another two topics have been developed
30/03/17	MN, AP, CR	6	Five employers have participated in train-the-trainer activity and are skilled to run workshops in-house.
30/03/17	MN, AP, CR	4,5	All training for project is completed and ongoing training scheduled through alternative funding
30/04/17	CR	1,2,3,4,5,6	Project evaluation completed
30/04/17	CR, DC	1,2,3,4,5,6	Project report completed

