



TASMANIAN DISABILITY SECTOR LANGUAGE, LITERACY AND NUMERACY SKILLS ACTION PLAN 2015 – 2016

National Disability Services (NDS)
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Contact

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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 is due to accelerate in 2016 and continue to grow 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 will approach 11,000 people. This is based on figures from the National Disability Insurance Agency (NDIA) 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 the 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. Employers are therefore looking for workers who are able to work independently, provide a breadth of services, and manage the accountability requirements of the Scheme.



The 'Tasmanian Disability Sector Language, Literacy and Numeracy Action Plan' was developed by industry for industry. The plan has come 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 by the Disability Workforce Innovation Network project; a federally funded project undertaken by National Disability Services (NDS).

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 need the opportunity to strengthen their LLN skills to operate in an increasingly complex environment. People entering the sector will also need to have the skills to meet these demands. 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 become a key partner in the implementation of this plan to comprehensively support the strengthening of the workforce in the disability support sector.

ACTION 1

Senior managers can learn how to support their workforce in improving LLN skills

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

- The cost to the organisation of underdeveloped LLN skills can be estimated
- Staff will view resulting training as important to and valued by the organisation
- Required organisational resources can be made available
- Consideration can be given to the time staff are involved in training e.g. Cover arranged, payment made for time, etc.
- The importance of partnering with high quality training providers can be recognised

This Action Plan identifies several ways LLN skills of the workforce can be actively supported by senior managers.



Proposed activity

A specialist LLN practitioner will engage with senior managers of service provider organisations in a variety of ways. The aim is twofold: to inform managers about strengthening the LLN capability of their workforce and for the LLN practitioner to strengthen their understanding about the LLN skills demands of the roles in the sector. The proposed methods of engagement are:

1. Members of senior management will be invited to attend one of three information and networking forums. Information provided in these sessions will cover generic information such as:
 - Studies carried out by industry to assess 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
 - Methods to estimate the return on investment to further develop LLN skills
2. Printed information based on the topics of the forums will be published and made available to interested service providers.
3. Service providers will be offered the opportunity to have an LLN practitioner visit their workplace to 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. They can also 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 LLN practitioner 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.

Staffing	<p>Adult Literacy Support Officer (ALSO) 1 (fixed term)</p> <ul style="list-style-type: none"> - 60 hours to develop forum presentation, develop printed information, engage senior managers, conduct 3 forums - 40 hours - 2 hour meeting plus 2 hour to write up recommendations with 10 organisations - 18 hours travel to regional areas as required (estimate two return trips from Hobart to Burnie) - 8 hours - induction, reporting, liaison with NDS staff, etc. <p>Project manager – Workforce Adviser (DWIN) as part of DWIN project role (no funding required)</p>
Financial resources	Funded by 26TEN and DWIN project
Resources required	Office space, computing equipment, printing, venue and catering, access to vehicle
Other considerations	<p>This role requires a highly motivated and self-directed incumbent with in depth knowledge of workplace LLN training provision.</p> <p>Excellent interpersonal skills and document writing skills are required. Experience in the community services sector is highly desirable.</p>
Risks and mitigations	See Risk analysis
Action and responsibilities	See Schedule

ACTION 2

Supervisors can learn how to practically support staff in improving their LLN skills

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	
<p>A specialist LLN practitioner will provide training for frontline supervisors to support their skills and knowledge in these areas:</p> <ul style="list-style-type: none"> - Understand what we mean by language, literacy and numeracy - Recognise the LLN demands of the roles you supervise - 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 - Be able to develop individual plans with employees to strengthen their required skills 	
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. If the participant chooses to enrol in the accredited unit this is an elective from Certificate IV Frontline Management.
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.
Unit of competence	Training based on - BSBFLM313A Apply LLN to support others in the workplace. This accredited unit will not be delivered however participants may compile a portfolio of evidence to support an RPL process should they choose.
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"> - 40 hours to develop training program and promotional activities - 22.5 hours to run 3 workshops across State (30 mins set-up – 7 hour training) - 20 hours travel to regional areas as required for workshops and workplace visits - 15 hours for 3 follow up workshops - 18 hours – 1.5 hour visit to 12 workplaces - 8 hours meetings, reporting, liaison with NDS staff, etc.
Financial resources	Funded by 26TEN and DWIN project
Resource required	Office space, computing equipment, printing, venue and catering, access to vehicle
Other considerations	<p>To ensure sustainability of this kind of training NDS will evaluate training uptake 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
Action and responsibilities	See Schedule

ACTION 3

Emerging leaders can access LLN training to develop skills required in supervisory roles

High performing support workers are often targeted for higher level supervisory duties by their employers. However, some of these workers do not have the requisite foundation skills to carry out a higher level role. NDS has learnt this via consultation and discussion at the Disability Industry Round Table, the Disability HR Managers' network and through 1:1 meetings with service providers.

This Action aims to support service providers with the development of a succession planning program. 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	
<p>A specialist LLN practitioner will develop materials and conduct four training programs. The programs are:</p> <ol style="list-style-type: none"> 1. Business writing 2. Business reading 3. Oral communication for meetings 4. Oral communication for negotiating <p>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.</p> <p>A set of training materials for each program will be developed by the ALSO. These will be fully flexible and able to be contextualised in any disability sector organisation. This can be used 1:1 or in small groups. It may be appropriate for some learners to be self-directed between sessions.</p>	
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.
Qualifications	Participants may choose to enrol in the accredited units associated with these programs at their own additional cost. Some of these are taken from Certificate IV Frontline Management so would contribute to completion of that qualification. Other units are taken from the Foundation Skills Training Package. 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 program 1 summary	
Skills focus	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.
Instruction mode	Face-to-face with a focus on a particular document type within each session.
Resource required	Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO
Risks and mitigations	See Risk analysis
UoC (if applicable)	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 2 summary	
Skills focus	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.
Instruction mode	Face-to-face with a focus on a particular document type within each session.
Resource required	Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO.
UoC (if applicable)	FSKRDG11 - Read and respond to complex workplace information FSKRDG12 - Read and respond to highly complex workplace information
Training program 3 summary	
Skills focus	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
Instruction 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.
Resource required	Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO
UoC (if applicable)	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 4 summary	
Skills focus	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
Instruction 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.
Resource required	Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO
UoC (if applicable)	FSKOCM08 - Use oral communication skills to facilitate workplace negotiations
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	<p>ALSO 1 (fixed term) and other ALSOs located regionally (casual)</p> <ul style="list-style-type: none"> - 35 hours to develop training program and promotional activities - 140 hours training - 18 hours liaising with employers, collating authentic workplace documents for individual learners - 12 hours meetings, reporting, liaison with NDS staff, etc. <p>Several ALSOs will be employed each in a different region of the State.</p> <p>A simple set of resources comprising some standard documents with exemplars will be developed by ALSO 1.</p>
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
Action and responsibilities	See Schedule

ACTION 4

Disability support workers have access to LLN training in the workplace

Employers have reported to NDS that support workers often have under-developed LLN skills to meet the requirements of the workplace. This information has been derived from discussions at the Disability Round Table, HR Managers Network and through a survey with providers.

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

Proposed activity	
<p>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:</p> <ol style="list-style-type: none"> 1. Reading and interpreting individualised participant plans 2. Recording and reporting 3. Oral communication 4. Problem solving 5. Foundation skills to assist with medication 6. Financial literacy <p>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.</p>	
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	<p>Enhancement of skills as a support worker leading to:</p> <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 face-to-face, on-the-job for a 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 program 1 summary

Skills focus	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.
Resource required	Access to space in the learner's workplace and authentic individualised plans.
UoC (if applicable)	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 2 summary

Skills focus	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.
Instruction mode	One-on-one or small group, face-to-face with a focus on authentic tasks the learner needs to complete in the workplace.
Resource 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 (if applicable)	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 3 summary

Skills focus	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.
Resource required	Access to space in the learner's workplace.
UoC (if applicable)	FSKOCM03 - Participate in simple spoken interactions at work FSKOCM06 – Use oral communication skills to participate in workplace teams FSKOCM07 - Interact effectively with others at work

Training program 4 summary	
Skills focus	Problem solving <ul style="list-style-type: none"> - Recognising workplace problems - Identifying the cause of the problem - Recognising - 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.
Resource required	Access to space in the learner's workplace and authentic individualised plans.
UoC (if applicable)	FSKLRG09 Use strategies to respond to routine workplace problems
Training program 5 summary	
Skills focus	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.
Resource required	Access to space in the learner's workplace and authentic individualised plans.
UoC (if applicable)	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 6 summary	
Skills focus	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.
Resource required	Access to space in the learner's workplace and authentic individualised plans.
UoC (if applicable)	FSKNUM08 – Identify and use whole numbers and simple fractions, decimals and percentages for work

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 contract) and other ALSOs (regionally based casuals) <ul style="list-style-type: none"> - 50 hours preparation of materials (1 hour per 4 teaching hours) - 200 hours training - 12 hours liaising with employers, reporting and meeting with NDS staff, etc.
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
Action and responsibilities	See Schedule

ACTION 5

Appropriate LLN assessment tools are available to people recruiting to the disability sector

Proposed activity	
<p>A specialist LLN practitioner will develop assessment tools for recruitment in collaboration with the Disability Industry Round Table – Recruitment tools subgroup.</p> <p>They will also be accompanied by recommendations as to how to use the tool effectively. These tools will enable a prospective employer to see if the LLN skills of a job applicant:</p> <ul style="list-style-type: none"> - Are match for the position, or - Require some development in the workplace, or - Are not adequate for the position <p>The specialist LLN practitioner will refer to existing assessment tools such as the Foundation Skills Assessment Tool and others to determine the most appropriate for the sector. They will also ensure appropriate instructions for use are provided with the tool.</p> <p>The outcome of this action will be a tool that can be incorporated into the Guidelines being developed by the above subgroup.</p>	
Staffing	<p>LLN specialist practitioner (Adult Literacy Support Officer)</p> <p>- 10 hours including consultation with the subgroup and engagement with employers.</p>
Financial resources	Funded by 26TEN and DWIN project
Resources required	Office space, computing equipment, printing
Risks and mitigations	See Risk analysis
Action and responsibilities	See Schedule

ACTION 6

Improving LLN skills is built into delivery of Certificate III Individual Support

There is expressed concern by employers that graduates of the Certificate III Disability do not have the requisite work readiness skills to enter the workforce. A new qualification, Certificate III Individual Support (Disability) is due to be endorsed in June 2015. NDS, in conjunction with industry partners, is undertaking a project to develop learning resources to strengthen delivery of the course by RTOs.

This Action seeks to complement the project by adding the expertise of a specialist LLN practitioner to the resource development project team.

Proposed activity

NDS aims to develop a suite of teaching and learning resources to support quality delivery of the new Certificate III Individual Support.

The resources will be informed by a social practices approach to foundation skills development. This requires the foundation skills requirements of the workplace to be taught explicitly during the training program. Learning materials will be designed around routine workplace tasks such as those listed below at 'job requirements'.

The items produced through this project will be in the form of short instructional videos, PDF e-books and links to existing teaching resources considered by employers to meet the needs of their industry whilst simultaneously meeting the requirements of the qualification. The resources will be made available for download from the NDS website.

A co-design methodology will be used drawing on the expertise of employers, people with disability, practicing Support Workers, trainers, an instructional designer, a Foundation skills practitioner and a graphic designer.

It is anticipated the resources will be used for in-house learning and development and for accredited training. Their format will allow them to be printed, accessed online and/or exported into an online learning management system.

The resource will be made available to RTOs and workplaces. This project is somewhat contingent on funding however will be modified to be developed by industry if not successful.

Job skills required	<p>Writing - File notes, incident reports, medication error report, behaviour analysis form (using a blend of IT and hand writing)</p> <p>Reading – Policies and procedures, individual plans, community notices, workplace letters and updates</p> <p>Numeracy – Resident budgets, administering medication, time management, cooking (main skills required are measuring simple quantities, multiplication, addition and time)</p> <p>Speaking and listening – team meetings, working with participants enabling and promoting choice and control, liaising with families/carers, working with colleagues, providing feedback to case managers and/or frontline management</p> <p>Learning – manage Cert III level study, recognise need for further training in mandatory competencies, take risk in seeking and accepting feedback, review own skills in relation to job criteria, approach a mentor, plan and organise routine jobs, learn how to use new software packages.</p>
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Qualifications	Certificate III Individual Support Certificate I in Access to Vocational Pathways (or units from as appropriate) Certificate II in Skills for Work and Vocational Pathways (or units from as appropriate) Course in Applied Vocational Study Skills (CAVSS) (as appropriate)
Staffing	0.2 LLN specialist practitioner over 7 months (Adult Literacy Support Officer) - 110 hours
Financial resources	Funded by 26TEN and DWIN project
Resource required	Office space, computing equipment, printing
Risks and mitigations	See Risk analysis
Action and responsibilities	See Schedule and resource development project plan outline below (the dates in the plan are subject to funding)

Resource Development Project Plan



By end of May 2015
<ul style="list-style-type: none"> - Recruit instructional designer (ID) (we have plans in place to offer a secondment to fill this position which will save time in recruitment) - Recruit foundation skills practitioner (FSP) - Workshop between project management team (project manager, lead vocational expert(s), FSP and ID) - Ascertain existing materials and map to qualification requirements - Engage graphic designer (GD) - Engage editor/proof reader - Project reference group meeting - ID scope qualification requirements - Develop prototype resources for one text - Work with GD to present prototype and begin development look and feel of resource - Finalise resource look and feel with GD - Convene project reference group and present work to date for feedback - Modification made on basis of reference group feedback
By end October 2015
<ul style="list-style-type: none"> - Content for all texts is written and edited - Liaise with reference group as appropriate/required – proposed 6 weekly - Reference group has provided feedback and validated all texts - Decisions regarding marketing and distribution complete and accepted by reference group - Fortnightly meetings between relevant vocational experts and ID - Selected trainers continuously evaluate and trial resources by using drafts in delivery where appropriate
By end of November 2015
<ul style="list-style-type: none"> - Implement changes required from reference group feedback - All edited drafts with GD
By end December 2015
<ul style="list-style-type: none"> - Proofreading complete - Website ready for upload of materials
By end February 2016
<ul style="list-style-type: none"> - Webpage live with resources available - Launch of final product, marketing and distribution

RISK ANALYSIS

Risks	Mitigation strategies
Unable to recruit suitable ALSO	Promote Expression of Interest (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 engagement by employers	<ul style="list-style-type: none"> - NDS sent out a survey to members at the time of preparing this submission to elicit their feedback on areas of concern. A number of organisations support the project. There are other organisations outside of our membership who may also access this activity. - The plan will be promoted through the DWIN e-Newsletter (300 recipient memberships) and the Round Table and HR Managers 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	<ul style="list-style-type: none"> - Ensure the support of senior management to allow time to complete training through Action 1 - Many sessions will be short (30 – 60 minutes) and offered in the workplace 1:1 to reduce time taken ‘off the floor’ - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Support of senior management to be garnered through Action 1 including information about a literacy friendly workplace - Training of supervisors through Action 2 - Promoting the opportunity as a reward for good performance - Identifying foundation skills as just like any other skills that need further development

SCHEDULE OF TASKS

Action(s)	Date task completed by	Task description	Milestone or deliverable	Responsible parties
All	3/07/2015	Recruit, induct and orient ALSO 1	M	C Ralston and D Clements
1	24/07/2015	Information flyers for senior managers about benefits of workplace LLN skills development	D	ALSO 1
1	24/07/2015	Engage with senior managers to promote events	M	ALSO 1 and C Ralston
1	14/08/2015	Conduct 3 forums	M	ALSO 1 and C Ralston
1	28/08/2015	Make appointments for 1:1 meetings	M	ALSO 1 and C Ralston
3, 4	1/09/2015	Recruit casual ALSO(s)	M	ALSO 1
2, 3	14/09/2015	A compendium of authentic documents and exemplars of completed templates to use in workplace training in the disability sector	D	ALSO 1
1	25/09/2015	Engage with up to 10 service provider organisations 1:1 and provide summary reports to each	M	ALSO 1
2	30/09/2015	Training resources mapped to BSBFLM313A Apply LLN to support others in the workplace	D	ALSO 1
2, 3, 4	30/09/2015	Schedule supervisor training and develop promotional materials for all training	M	ALSO 1
5	30/09/2015	Liaise with recruitment tools subgroup to begin initial assessment tool	M	ALSO 1
2	1/10/2015	Commence additional promotion of training programs	M	ALSO 1 and C Ralston
1	30/10/2015	Evaluate Action 1 by identifying leads into other workplace based Actions. Devise remedial action if necessary	M	C Ralston and Reference Group
5	30/11/2015	Present LLN initial assessment tool with recommendations for effective use to Recruitment subgroup	D	ALSO 1
6	30/11/2015	Final draft of resource with graphic designer	D	ALSO 1

2, 3, 4	30/11/2015	Training in Actions 2, 3, and 4 have commenced: 1 supervisor workshops, 20 hours emerging leaders, 20 hours support workers	M	ALSO 1
All	30/12/2015	Mid-term report	D	C Ralston
6	28/02/2016	Training materials project complete	M	C Ralston
2	30/03/2016	Conduct all supervisor training sessions in different locations	M	ALSO 1
2	15/05/2016	Conduct supervisor 1:1 sessions with training participants	M	ALSO 1
2	30/05/2016	Conduct all supervisor follow up workshops	M	ALSO 1
3, 4	30/06/2016	Conduct training	M	ALSOs
All	30/06/2016	Evaluate actions through surveys and interviews	M	C Ralston and Reference Group
All	30/06/2016	Develop opportunities to sustain activity through engagement with Skills Tas, RTOs and service providers	M	C Ralston and Reference Group
All	30/07/2016	Final report and acquittal	D	C Ralston and D Clements

