

# BUILDING VET CAPACITY

Are Practical Applications of ACSF

*The Key*

to Improving Training, Workplace  
Performance and Engagement?

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# HOW CAN YOUR STUDENTS BE MORE SUCCESSFUL?

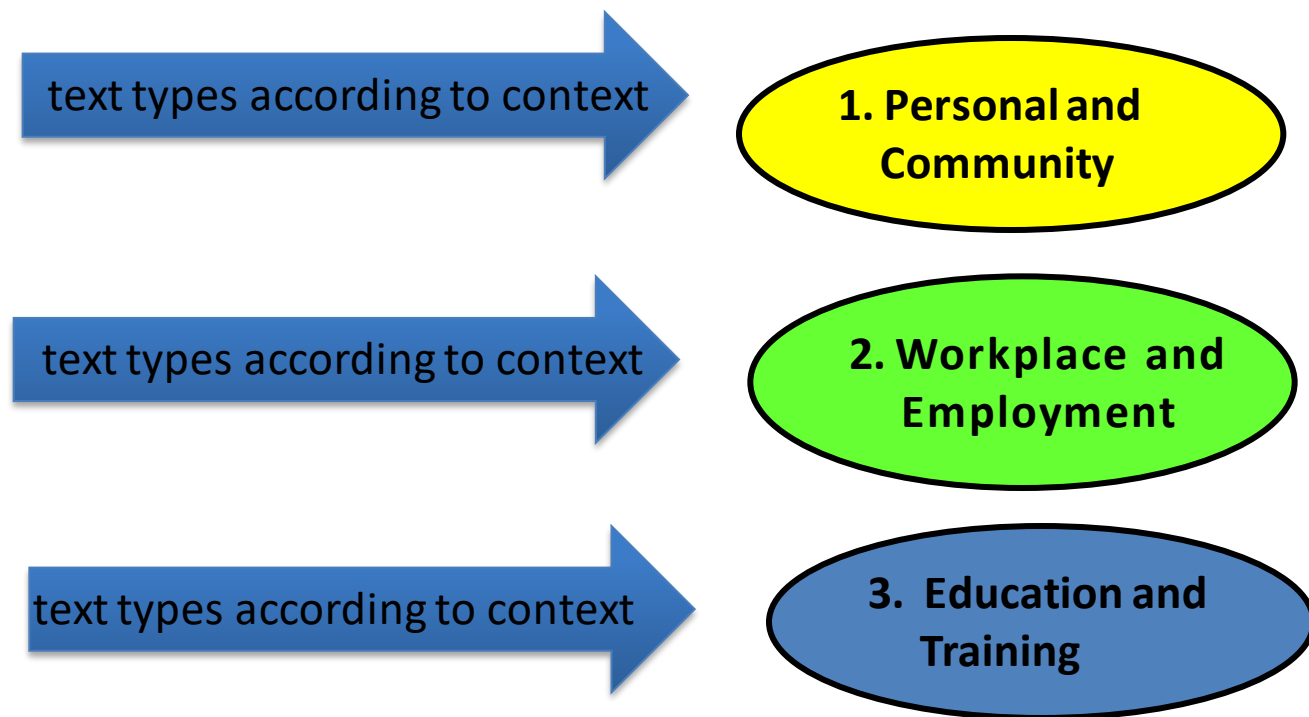
What are the KEY / ESSENTIAL WORKPLACE tasks?  
HOW does this LINK TO the ACSF?

# OUR MESSAGE

**ACSF OFFERS A COMMON LANGUAGE  
BETWEEN TRAINERS, WORKPLACES AND  
TRAINING PACKAGE WRITERS**

## Understanding the ACSF

### (i) Three domains of Communication



(ACSF, 2011, pp.5,8)

## *(ii) 5 Core Skills areas*

1. Learning
2. Reading
3. Writing
4. Oral Communication
  - speaking
  - listening
5. Numeracy

## *(iii) 5 Levels of Performance*

Each level has *increasing* levels of *complexity*.

Each level has *decreasing* levels of *support*

First two levels are in *familiar contexts*.

Levels 3-5 are in *unfamiliar contexts*.

Each level has *consistent performance indicators*

## UNDERSTANDING THE ACSF (iv) *Performance Indicators*

### ACSF PERFORMANCE INDICATORS

Core Skill	Indicator Number	Description
Learning	.01	Active awareness of self as a learner, planning and management of learning
	.02	Acquisition and application of practical strategies that facilitate learning
Reading	.03	Audience, purpose and meaning-making
	.04	Reading strategies
Writing	.05	Audience, purpose and meaning-making
	.06	The mechanics of writing
Oral Communication	.07	Speaking
	.08	Listening
Numeracy	.09	Identifying mathematical information and meaning in activities and texts
	.10	Using and applying mathematical knowledge and problem solving processes
	.11	Communicating and representing mathematics

Table 3: ACSF Performance Indicators

ACSF, 2011, p.10

# UNDERSTANDING THE ACSF Spiky Profiles - Students

## Spiky profiles

ACSF, 2011,  
p.12

The ACSF recognises that an individual may be operating across different levels within a core skill, demonstrating some Performance Features across two or more levels, or performing more strongly in one Domain of Communication than in another. It is also likely that an individual will not perform at the same ACSF level across all five core skills. This can be captured visually in what is called a 'spiky profile' (Bateson 2001).

Using the ACSF, an individual's performance across the five core skills can be benchmarked and a spiky profile constructed. This provides valuable information about an individual's areas of strength and specifically identifies any areas where further training could be beneficial.

## ACSF LEVELS for COURSES & WORKPLACES

**Certificate courses** have a generally acceptable ACSF Levels

- as detailed in table

**However, specific workplace** requirements also can demand different ACSF levels within that one course

- *the spiky course profile*

WRITING & READING SKILLS	School Year & TAFE Level	Australian Core Skills based on IALS levels & NRS	Australian Curriculum [English]	BKSB Levels
-		Pre-Level 1		Entry Level 1
- <b>Write:</b> simple sentence, fill in basic forms - <b>Read:</b> newspaper with difficulty	Cert I	Level 1	Lower Primary simple sentence Lower Primary compound sentence	Entry Level 2
IN A FAMILIAR CONTEXT - <b>Write:</b> compound sentences - <b>Read:</b> newspaper / not fully understand	Cert I	Level 2	Upper Primary complex sentence	Entry Level 3
IN A FAMILIAR CONTEXT  - <b>Write:</b> complex sentences, within 2-3 paragraphs - <b>Read</b> and fully understand newspaper	Cert I  Middle School	working within/ towards Level 3  Level 3 end Yr 9	Middle School writes paragraphs with intro/body/ conclusion	Entry Level 3
IN AN UNFAMILIAR CONTEXT	Year 10 Cert II	Level 3	Year 10 manipulates paragraphs	Level 1
- <b>Write:</b> 3+ paragraphs, well constructed, abstract ideas and terminology, genres related to social and cultural contexts - <b>Read:</b> several sources, distinguish fact from opinion, infer purpose	Year 11 Year 12 Cert III	Level 4		Level 2
- <b>Write:</b> selecting stylistic devices to express complex relationships between ideas and purposes. Generates complex written texts with control over generic structures. - <b>Read:</b> critically reads and interprets nuances of structurally intricate texts in chosen fields	Cert IV DIPLOMA  University level	Level 5		Level 3

CSIT 2004 – Cert II, Access 10 had more stringent English requirements



# Foundation Skills Package

## ACSF LEVELS

Knowledge of the ACSF has underpinned the writing of the FSK units.

- *FSK Units all name their ACSF Level*
- *FSK Units can be contextualised for Industry & Student needs*

# An example of an FSK unit

## FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work

### Application

This unit describes the skills and knowledge to identify and use whole numbers into the thousands, simple fractions, decimals and percentages

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

## Unit of competency details

### SIRXINV002A - Maintain and order stock (Release 2)

Code	Title
<a href="#">SIR07</a>	Retail Services Training Package
<a href="#">FPI11</a>	Forest and Forest Products Training Package
<a href="#">FDF10</a>	Food Processing
<a href="#">AUR12</a>	Automotive Industry Retail, Service and Repair Training Package

Code	Title
<a href="#">SIR20312</a>	Certificate II in Retail Fast Food
<a href="#">SIR20212</a>	Certificate II in Retail Services
<a href="#">SIR20207</a>	Certificate II in Retail
<a href="#">SFL40110</a>	Certificate IV in Floristry
<a href="#">SFI30611</a>	Certificate III in Seafood Industry (Sales and Distribution)
<a href="#">LMT40907</a>	Certificate IV in Supply and Fitting of Pre-manufactured Medical Grade Footwear
<a href="#">LMF32009</a>	Certificate III in Kitchens and Bathrooms (Client Services)
<a href="#">FPI30611</a>	Certificate III in Timber Merchandising
<a href="#">FPI30605</a>	Certificate III in Timber Merchandising
<a href="#">FDF30910</a>	Certificate III in Food Processing (Sales)

# MSIT

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
X	X	X			X	X	X	X	X	X	X	X	X	X		X	X		X		X	X		X	X			X	X	X	
		X			X		X												X					X						X	
				X						X	X			X		X			X		X		X		X	X	X	X	X	X	X
		X	X				X		X	X			X		X					X	X	X		X		X				X	
X	X	X	X			X	X				X								X					X		X			X	X	
		X					X					X								X		X		X		X				X	
	X	X	X									X								X	X	X	X	X	X	X			X	X	
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X			X	X	X		X					X						X		X		X	X		X		X		X		X
X	X			X	X						X	X	X	X	X	X				X	X		X	X		X			X	X	
			X	X						X														X		X			X	X	
	X	X			X	X	X			X		X								X	X	X	X	X	X	X	X	X	X	X	X

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Q	Curric	Title	Workbooks	Q	Curric	Title	Workbooks	Q	Curric	Title	Workbooks
1	N1/L2.1	Negative Numbers	1	2	N1/L2.1/2	Understanding Number	1 2 8	3	N1/L2.3	Ratio	3
4	N1/L2.4	Formulae	9	5	N2/L2.1	Order & Compare Fractions	5	6	N2/L2.2	Equivalent Fractions	7
7	N2/L2.3	Evaluate Fractions	5	8	N2/L2.4	Add/subtract fractions	5	9	N1/L2.2	Calculations	2
10	N2/L2.6	Decimals	6	11	N2/L2.7	Percentages	7	12	N2/L2.8	Percentage Parts	7
13	N2/L2.9	Evaluate Percentages	7	14	N2/L2.10	Calculator	8	15	MSS1/L2.1	Money	10
16	MSS1/L2.2	Time/Date	10	17	MSS1/L2.3	Measurements	11	18	MSS1/L2.4	Temperature	11
19	MSS1/L2.5	Measure Calculations	11	20	MSS1/L2.6	Conversion	11	21	MSS1/L2.7	Perimeter & Area	9 12
22	MSS1/L2.8	Area Shapes	9 12	23	MSS1/L2.9	Volume	13	24	MSS1/L2.10	Scale	14
25	MSS2/L2.1	2D/3D	14	26	MSS2/L2.2	2D Problems	14	27	HD1/L2.1	Extract Information	15
28	HD1/L2.2	Present Data	15	29	HD1/L2.3	Averages	15	30	HD1/L2.4	Extract Range	15
31	HD2/L2.1	Probability	16								

## USING A SPIKY PROFILE – TO TARGET CRITICAL SKILL GAPS

### Identify Critical Skill Gaps - Numeracy for Diploma of Enrolled Nursing

#### STUDENT ERROR RATE

<b>HIGHEST ERROR RATE</b>	2	7	8	30		
<b>2<sup>ND</sup> HIGHEST ERROR RATE</b>	1	4	6	9	10	27
<b>LOWEST ERROR RATE</b>	5	14	16			

IN THE NUMERACY ASSESSMENT THERE WERE 30 QUESTIONS					
FRACTION Q.s	5 Order fractions	6 Equivalent fractions	10 Decimals	7 Evaluate fractions	8 Add/subtract fractions
NUMBER Q.s	1 Negative numbers	2 Number	9 Calculations	27 Extract Information	30 Range
BASIC SKILLS Q.s	14 Calculator	16 Time & Date	4 Formulae		

# What are Critical Skills Gaps?

TO SUMMARISE:

- There is a course spiky profile
- There is a student spiky profile
- Critical skill gaps = where student/course skills misalign