

**Approaches to contextualising LLNP training to process
manufacturing businesses and the process
manufacturing industry**



An Australian Government Initiative

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Project Steering Committee

Pat Brosman, Department of Education, Employment and Workplace Relations

Fiona Xaiz, Chisholm Institute of TAFE

Peter Canavan, Australian Industry Group

Lorraine Hatcher-Friel, Northern Melbourne Institute of TAFE

Darin Ritchie, Victorian Employers' Chamber of Commerce and Industry

Julie Warren, National Union of Workers

Anita Cutler, Learning for Employment

Derek Kosbab, Workforce Plus

Project Team

Alex Bernhardt, Manufacturing and Engineering Skills Advisory Board (Project Manager)

Tina Berghella, Oggi Consulting (Project Officer)

Suzana Stapar, Chisholm Institute of TAFE (NRS Consultant)

Deborah Mullan, Training Th@t Works (Pilot Facilitator)

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WHAT IS THIS RESOURCE?

This Resource is an informative, practical resource to help you as Language, Literacy and Numeracy Program (LLNP) providers to support job seekers interested in transitioning from the LLNP classroom to a job in the process manufacturing industry.

If you are involved in the design or delivery of LLNP training and assessment, this Resource is aimed at you.

This Resource assumes that you are experienced in language, literacy and numeracy training, have a practical understanding of the principles of adult learning and have a comprehensive understanding of the Australian Core Skills Framework and LLNP Guidelines.

If you are located in areas where there are process manufacturing industry employment opportunities, this Resource will support you to improve employment outcomes for job seekers whilst addressing local labour shortages for employers through LLNP contextualisation.

To do that, you as LLNP coordinators and teachers, will need to:

- Have a clear understanding of what is meant by contextualisation as defined in the LLNP guidelines
- Be willing to go out and engage with local process manufacturing employers and find out about what they do and what they expect of a new worker
- Be aware of the language, literacy and numeracy skills needed to obtain employment and function effectively in the workplace
- Be able to contextualise training and assessment resource development and delivery to the local process manufacturing industry

This Resource contains:

- A general overview of the process manufacturing industry
- An introduction to the relevant process manufacturing Training Packages and advice on how to select competencies
- Strategies for you as LLNP providers to engage local process manufacturing businesses
- Advice on developing and delivering contextualised training and assessments
- Suggestions for organising and supporting work experience
- Samples and templates to assist in contextualising LLNP delivery to the process manufacturing industry

Industry and local business is a complex and dynamic environment. It is important to keep up to date with industry and current workplace and recruitment practices. Contextualisation is a consultative, dynamic process and therefore this Resource is not:

- The magic answer
- A collection of learning and assessment resources for students that can be picked up and used in the classroom

This Resource will help you as LLNP teachers to be better prepared and more successful in your contextualisation by being equipped with the right questions, rather than the magic answers.

This Resource can be used in variety of ways:

- If you like to read, you can use the Resource in its entirety to gain a comprehensive understanding of the process manufacturing industry and contextualisation
- If you prefer to learn as you go, you can use the Resource as a reference to provide specific support when needed

The Resource can also be used in professional development workshops with groups of LLNP teachers from one or many training providers - suggested PD session plans are provided in the appendices.

WHY IS THIS RESOURCE IMPORTANT?

Australian industry consistently identifies skills shortages as a major barrier to our competitiveness as a nation and a threat to economic prosperity.

The Australian Industry Group spent six months researching more than 500 Australian companies across a variety of industries in 2005. Of the Victorian companies they contacted, 73 per cent identified the inability to secure skilled staff as a barrier to their success, and 83 per cent nominated building their skills base as critical to their competitiveness.

There are large pools of potentially highly capable job seekers available to industry whose one barrier to work is poor language and literary skills. Without the means to communicate effectively, they are unable to find employment, or they remain marginalised in lower skilled roles, prevented from reaching their true potential.

Shaping Our Future, the Australian government's national strategy for vocational education and training, states that "providers will work in partnership with industry to increase productivity and innovation". One way you as LLNP providers can do this, is by providing the relevant language, literacy and numeracy skills to prepare job seekers for employment in the process manufacturing industry.

As the teacher of a job seeker working towards improving their language, literacy and numeracy skills to improve their access to the job market you have a major influence on that job seeker's work choices and employability.

Transitioning and preparing for transition to employment is not easy and deciding what to do can be a particularly confusing and difficult period.

For the job seeker it means leaving behind the familiar classroom, people and routines and embarking on a totally new experience that is exciting and frightening at the same time.

You can help make the transition as smooth as possible by finding out all you can about local employment opportunities and contextualising your training delivery.

This Resource provides an overview of the process manufacturing industry and how job seekers can find employment within the industry. It also provides advice on how to contextualise LLNP delivery to support job seekers to gain employment in the process manufacturing industry.

INTRODUCING CONTEXTUALISATION

What is contextualisation?

The term *contextualisation* is defined in the education sector in many different ways.

This Resource is specific to LLNP delivery and LLNP providers and therefore uses the definition stated in the LLNP Guidelines.

Contextualisation is:

Training content aligned with local business and/or industry skills needs which may be delivered either by addressing vocational competencies directly and providing work experience in advanced stream vocationally-oriented courses, or by providing training in the language, literacy and numeracy skills used in workplace(s) in initial, basic and advanced streams where appropriate, or by developing Complementary Training.

(LLNP 2009-10 Program Guidelines)

This definition may come as a surprise to you if you are not familiar with the LLNP Guidelines and its very specific definition of contextualisation.

Perhaps you are more familiar with the dictionary definition: “to state the social, grammatical, or other context of, put into context” (Collins Australian Dictionary). If so then you probably think that teaching students the language, literacy and numeracy skills they need to follow a recipe to bake a cake or constitutes contextualised training.

Under the LLNP Guidelines this is not contextualised training, unless you happen to be preparing your students for a career in the hospitality industry.

When delivering LLNP it is important to interpret the term “contextualisation” as per the LLNP Guidelines.

The LLNP Guidelines support and encourage LLNP providers to contextualise LLNP delivery. A list of all the instances where the term “context” occurs in the guidelines is provided in the appendices. The LLNP Guidelines can be downloaded from the LLNP web site at www.llnp.deewr.gov.au.

Introducing contextualisation

This Resource has been designed to assist any LLNP provider interested in preparing job seekers for employment in the process manufacturing industry regardless of the provider's level of contextualised LLNP delivery experience.

LLNP providers with experience contextualising LLNP in other industries are already engaged with local employers in those industries and familiar with the relevant industry Training Package. These providers will use this Resource to build on what they have learnt contextualising LLNP in other industries to expand their contextualised LLNP delivery to the process manufacturing industry.

LLNP providers with little or no experience in LLNP contextualisation may want to introduce LLNP contextualisation gradually and start with less complex LLNP contextualisation activities before building up to more complex activities.

Examples of LLNP contextualisation activities that a LLNP provider might choose to start with include:

- Using employment advertisements for process manufacturing jobs in the local paper in the classroom
- Taking a group of students on a tour in a factory
- Asking a local process manufacturing employer to give a talk to the class
- Collecting a form from a local process manufacturing company such as a Job Application or an Incident Report Form and using it in the classroom
- Asking a local process manufacturing employer for a copy of their induction DVD and using it in the classroom

Note that all of these activities can be used to provide training in the language, literacy and numeracy skills used in workplaces and are simple to do once a relationship with industry has been established.

Starting simply gives LLNP staff time to develop their LLNP contextualisation skills and implement LLNP contextualisation whilst continuing to meet LLNP reporting and administrative compliance requirements.

With experience LLNP providers can then advance to more complex contextualisation activities and Training Package delivery.

Comparison of un-contextualised and contextualised

Contextualised LLNP delivery demands different skills from LLNP coordinators and teachers than uncontextualised LLNP delivery.

The following table is a comparison of contextualised delivery and uncontextualised delivery of the LLNP and has been adapted from An introduction to ESL in the workplace, US Department of Education.

Uncontextualised	Contextualised
Knowledge of LLNP guidelines, administration and delivery for general delivery	Knowledge of LLNP guidelines, administration and delivery for contextualised delivery
Skilled in language, literacy and numeracy provision in the classroom	Skilled in workplace language, literacy and numeracy provision in the classroom
Focused on improving LLN skills to enable students to participate in training or employment generally	Focused on improving LLN skills to enable students to participate in training or employment in local business and/or industry
Focused on improving LLN skills for ACSF achievement as per guidelines	Focused on improving LLN skills for ACSF achievement as per guidelines
Focused on improving LLN skills for increased proficiency and literacy based on curriculum	Focused on improving LLN skills for proficiency and literacy based on Training Package competencies
Engaged with the general community	Engaged with industry and local business
Awareness of life skills and independence	Awareness of labour market and industry and local business needs
Flexible and adaptable to community needs	Flexible and adaptable to industry needs
Uses community sourced samples and examples	Uses industry/local business samples and examples

Professional development requirements

To design and deliver contextualised LLNP training and assessment in addition to your knowledge and skills in language, literacy and numeracy and adult learning you must have knowledge of:

- The local business and/or industry skills needs to be addressed through contextualisation
- The relevant industry Training Package assessment guidelines, qualifications packaging and units of competency
- A basic understanding of language, literacy and numeracy skills needed for the workplace

As an LLNP teacher you may not have this knowledge and you may not know where to start to gain this knowledge. This Resource has been designed to address these knowledge areas specifically for the process manufacturing. Assessing yourself using this tool will help you to identify your strengths and weakness and prioritise your professional development needs with respect to contextualised LLNP delivery.

It is important to be realistic about what knowledge and skills you will bring to contextualisation. This includes not only the knowledge areas listed above but also includes teaching and business communication skills and personal traits, such as how you cope with change.

Knowing your capabilities allows you to work to your strengths and think about how to manage your weaknesses such as by undertaking further training or involving other people.

Ask yourself:

- What skills and personal strengths do I have which will be useful for implementing contextualisation?
- Do I have weaker skills or personal traits that may cause problems in contextualising training?
- What do I need to do to counter my weak points?

A self evaluation tool based on the previous table is provided in the appendices.

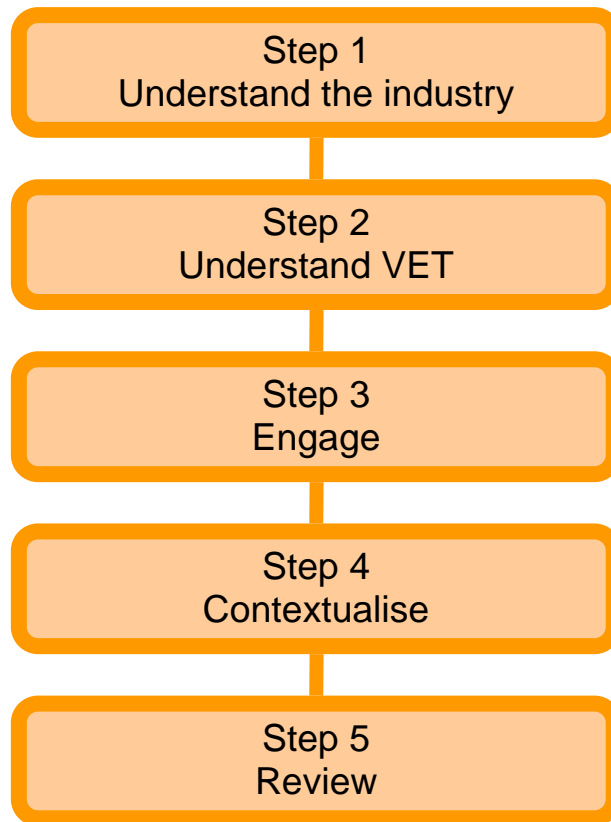
Complete the self evaluation tool included in the appendices then use this information to start working on your Professional Development Plan also provided in the appendices.

Contextualisation step by step

Contextualisation involves more than just getting a willing teacher and classroom of students together.

Before you leap in, you must do some background preparation.

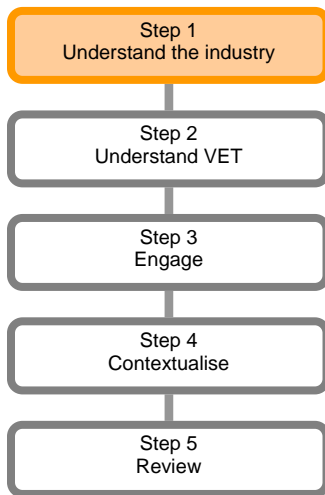
The following is a summary of the step by step approach to contextualisation outlined in this Resource. The first three steps: understand the industry, understand VET and engage, prepare you for the fourth step, contextualisation, followed by step five, review.



Some tips on starting contextualisation:

- Learn as much as you can about the industry in general and local businesses
- Use and expand your existing networks and ask questions
- Be realistic about the effort, time and money it will take

STEP 1 UNDERSTAND THE INDUSTRY



Getting a good understanding of the process manufacturing industry is the essential first step in preparing for contextualisation.

This includes understanding:

- How the process manufacturing industry fits in the broader manufacturing industry
- How the process manufacturing industry is structured
- Where the process manufacturing industry is located
- What occupations are available in the process manufacturing industry
- How the process manufacturing industry recruits new employees

The following information provides an overview of the Australian manufacturing industry and the process manufacturing industry.

Further information can be found in industry reports, government statistics, trade publications and industry association publications referenced in the appendices.

The Australian manufacturing industry

Manufacturing defined

The Australian Bureau of Statistics defines manufacturing as:

Units mainly engaged in the physical or chemical transformation of materials, substances or components into new products (except agriculture and construction).

Some products are simple primary product manufactures such as flour, cheese, tanned hides and skins and pig iron. Some are simply transformed manufactures such as basic metal shapes (billets, coils, ingots), Portland cement, basic organic and inorganic chemicals (such as caustic soda). Others are moderately transformed manufactures such as wire rods, metal pipes and tubes, basic glass, soap and detergents, textile fabrics and tissue paper, while others are elaborately transformed manufactures such as prefabricated metal buildings, wire products, glassware, ceramic products, paints, medicines and perfumes.

(www.abs.gov.au)

Total employment

The Australian manufacturing industry is the second largest industry and the fourth largest employer in the Australian economy.

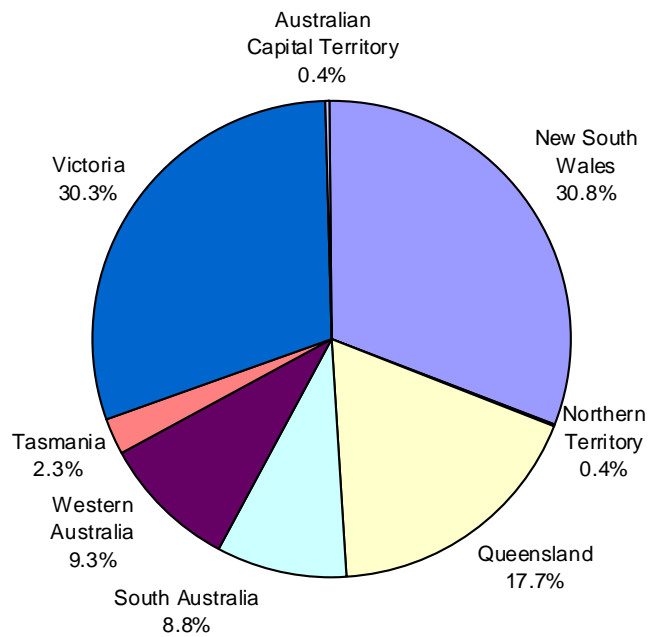
Employing just over one million people the manufacturing industry represents 10% of the total Australian workforce.

Between 2002 and 2006 employment in the manufacturing industry increased by 2%.

Employment in the manufacturing industry by state

The majority of workers in the manufacturing industry are employed in the eastern states.

In February 2008, 345,500 (30.8%) people were employed in New South Wales, 339,100 (30.3%) in Victoria and 197,700 (17.7%) in Queensland.



Source: ABS Data Cube 6291.0.55.001 E09 - Employed Persons by Sex, Industry, Occupation, State

Employment in the manufacturing industry by region

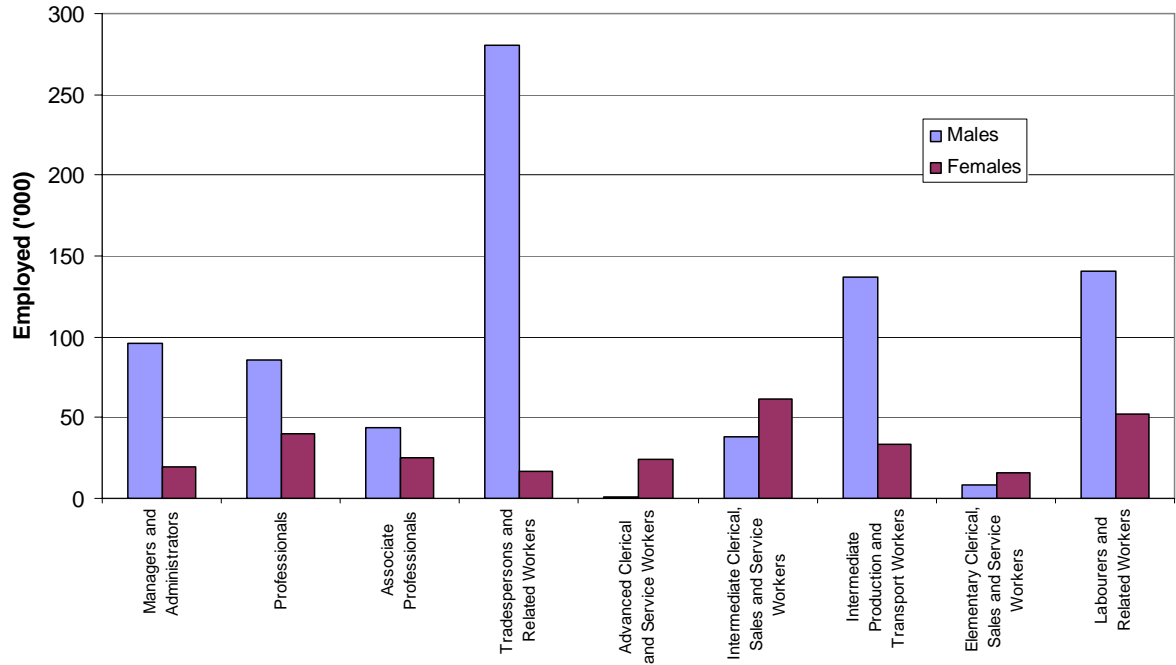
The majority of workers in the manufacturing industry are employed in metropolitan regions with 255,300 (23.7) people employed in Melbourne, 225,300 (20.9%) in Sydney and 134,600 (12.5%) in Brisbane.

Region	Employment ('000)	Percentage
Melbourne	255.3	23.7
Sydney	225.3	20.9
Brisbane	134.6	12.5
Perth	71.3	6.6
Adelaide	65.9	6.1
Western Victoria	45.6	4.2
Hunter & North Coast (NSW)	43.1	4.0
Eastern Victoria	33.1	3.1
Central & Northern QLD	33.7	3.1
Illawarra & South East NSW	27.6	2.6
SA Country	25.7	2.4
Southern QLD	24.5	2.3
Tasmania	23.3	2.2
South West Australia	18.4	1.7
Western NSW	16.5	1.5
Riverina	16.6	1.5
Greater WA	8.6	0.8
Northern Territory	3.9	0.4
ACT	4.6	0.4
Australia	1,077.4	100.0

Source: www.skillsinfo.gov.au/manufacturing

Employment in the manufacturing industry by gender

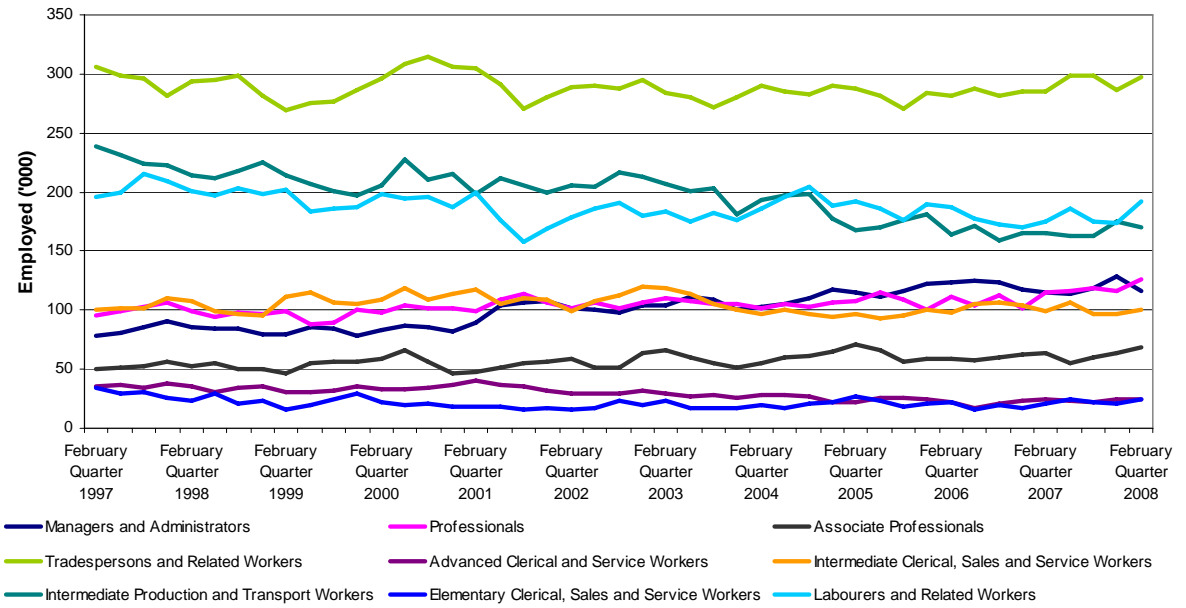
In February 2008 the manufacturing industry employed 288,600 (29.2%) females. The majority of females were employed in intermediate clerical, sales and service occupations followed by labourers and related workers.



Source: ABS Data Cube 6291.0.55.001 E09 - Employed Persons by Sex, Industry, Occupation, State

Employment trends in the manufacturing industry by occupation

In the past ten years employment in the manufacturing industry across the major occupational groups remained steady.



The process manufacturing industry

The process manufacturing industry is a subset of the manufacturing industry and includes: the chemical industries, the plastics, rubber and cable making industries and the manufactured mineral products industries.

The chemical industries

The chemical industries produce finished products and inputs for other products.

These include:

- Paints and inks
- Fertilisers and pesticides
- Explosives
- Resins and industrial organics
- Industrial gases and inorganic chemicals
- Soaps, detergents and cosmetics

The plastics, rubber and cable making industries

The plastics, rubber and cable making industries produce finished products, inputs for other products and components.

These include:

- Injection moulded products – automotive components, crates, pails, fittings for pipes, baths, showers, basins, lavatory pans and cisterns, stoppers, lids, spools, kitchenware, household articles, tanks, furnishings, floor coverings, blinds, insulators, fittings and buttons
- Extruded plastics – pipes, sheet, profiles, strips
- Plastic bag and film – plates, sheets, films and foils, adhesive products, sacks and bags, plastic coated paper and paperboard
- Blow moulded products – bottles, flasks and containers for paints, chemicals, cleaners, detergents, pharmaceuticals, food and beverages
- Compounded raw materials
- Rubber compounds and products

The manufactured mineral products industries

The manufactured mineral products industries produce:

- Manufactured concrete products
- Cement manufacturing
- Glass product manufacturing
- Lime and plaster manufacturing
- Abrasives
- Acoustic tiles and panels
- Refractories
- Fibre cement products
- Clay and ceramic products
- Stone masonry

Occupations and skill levels

The process manufacturing industry employs a wide range of occupations across all skills levels such as:

- Managers (for example chief executive officer, production manager, sales manager)
- Professionals (for example engineers, chemists, accountants)
- Technicians and trades workers (for example laboratory technicians, toolmakers, electricians, plastics technician)
- Clerical and administrative workers
- Sales workers
- Machinery operators and drivers
- Labourers

Many of these occupations such as clerical and administrative workers are found in other industries whilst other occupations such as plastics technicians and production managers are specific to the industry.

Semi-skilled occupations

Job seekers with little or no workplace experience and poor language and literacy skills are most likely to find employment in the process manufacturing industry in a semi skilled occupation.

Listed below are industry specific semi-skilled occupations (skill levels 3 to 5) available in the process manufacturing industry as defined by the Australian and New Zealand Standard Classification of Occupations (ANZSCO06).

The skill level is measured operationally by:

- The level or amount of formal education and training
- The amount of previous experience in a related occupation
- The amount of on-the-job training required to competently perform the set of tasks required for that occupation

Note: The higher the skill level rating, the lower the skills required. In other words occupations rated at skill level 5 require less skills than occupations rated at skill level 4.

The better the job seekers' language and literacy skills the better their chances of finding a job at a higher skill level or progressing to a job at a higher skill level once employed.

The jobs listed are often advertised as machine operators, factory hands, drivers or labourers.

Skill level 5 occupations

Skill level 5 occupations are Australian Qualification Framework level I or compulsory secondary education. For some occupations a short period of on-the-job training may be required in addition to or instead of the formal qualification. In some instances, no formal qualification or on-the-job training may be required.

Occupations at skill level 5 include:

- Container Filler - Fills and seals containers with products, such as food, beverages, paints, oils and lotions, and packages the filled containers
- Packers not elsewhere classified - This occupation group covers Packers not elsewhere classified
- Product Assembler - Puts together components and subassemblies that go into the production of metal products, electrical and electronic equipment, jewellery and precious metal articles, and joinery products
- Plastics Factory Worker - Performs routine tasks in manufacturing plastic goods
- Rubber Factory Worker - Performs routine tasks in manufacturing tyres and other rubber products
- Cement and Concrete Plant Worker - Performs routine tasks in manufacturing cement and concrete products such as greasing and assembling concrete moulds, holding reinforcing steel in position during concrete pours, stripping moulds from dried concrete products, and finishing products
- Chemical Plant Worker - Performs routine tasks in a chemical processing plant such as delivering materials to processing areas, dumping ingredients into hoppers, operating machines to heat, cool and agitate chemical solutions, filling and fastening covers on containers, and attaching labels and information on products
- Clay Processing Factory Worker - Performs routine tasks in manufacturing clay and ceramic products such as loading clay into machines, stacking products on kiln cars, pallets and trolleys, and moving kiln cars and trolleys to and from kilns, dryers, sorting, storage and shipping areas
- Glass Processing Worker - Performs routine tasks in manufacturing glassware such as setting up, adjusting and repairing automatic machines and equipment, and checking weight of glassware

- Factory Process Workers not elsewhere classified - This occupation group covers Factory Process Workers not elsewhere classified

Skill level 4 occupations

Skill level 4 occupations are Australian Qualification Framework level II or III. However at least one year of relevant experience may substitute for the formal qualifications. In some instances relevant experience may be required in addition to the formal qualification.

Occupations at skill level 4 include:

- Clay Products Machine Operator - Operates machines to manufacture clay products, such as bricks, tiles, insulators, porcelain and pottery, by shaping and firing clay
- Concrete Products Machine Operator - Operates machines to manufacture moulded concrete products such as cement pipes and fittings, concrete railway sleepers, concrete bricks, tiles and paving blocks, structural beams, building panels and cast products
- Glass Production Machine Operator - Operates machines to manufacture molten glass and shape glassware products such as containers, sheet glass, structural and stained glass, glass lenses and prisms
- Stone Processing Machine Operator - Operates machines to cut and finish stones for tiles, building blocks and facings
- Clay, Concrete, Glass and Stone Processing Machine Operators not elsewhere classified - This occupation group covers Clay, Concrete, Glass and Stone Processing Machine Operators not elsewhere classified
- Plastic Cablemaking Machine Operator - Operates extruding machines to encase wire, cord, cable and optic fibre in plastic or rubber
- Plastic Compounding and Reclamation Machine Operator - Operates mixing and grinding machines to prepare plastic powders and liquid blends, and recycle waste plastic materials from factory operations
- Plastics Fabricator or Welder - Operates machines to measure, cut, shape, fit and assemble plastics materials to produce plastic products
- Plastics Production Machine Operator (General) - Operates extruding, injection moulding and blow moulding machines to produce finished plastic products
- Reinforced Plastic and Composite Production Worker - Operates machines to apply gelcoat, colouring and fibre reinforced plastic to moulds to produce fibreglass and laminated products

- Rubber Production Machine Operator - Operates machines to manufacture rubber products such as tyres
- Plastics and Rubber Production Machine Operators not elsewhere classified - This occupation group covers Plastics and Rubber Production Machine Operators not elsewhere classified
- Chemical Production Machine Operator - Operates machines to produce chemical goods such as soaps, detergents, pharmaceuticals, toiletries and explosives
- Machine Operators not elsewhere classified - This occupation group covers Machine Operators not elsewhere classified
- Boiler or Engine Operator - Operates and maintains stationary engines, boilers, refrigeration and air conditioning systems, and associated mechanical plant. Registration or licensing is required
- Bulk Materials Handling Plant Operator - Operates plant to load, unload, move, store and stack bulk materials such as grain, sugar and mineral ore
- Cement Production Plant Operator - Operates plant to produce cement, lime and clinker
- Concrete Batching Plant Operator - Operates mixing plant to produce batches of concrete from cement, sand, aggregate, water and other ingredients
- Concrete Pump Operator - Operates plant to pump, cast and mould concrete. Registration or licensing is required
- Waste Water or Water Plant Operator - Operates plant to store, distribute and treat water including purifying water for human consumption and removing wastes from sewage
- Stationary Plant Operators not elsewhere classified - This occupation group covers Stationary Plant Operators not elsewhere classified
- Forklift Driver - Operates a forklift to move bulk materials, containers, crates, palletised goods, cartons and bales. Registration or licensing may be required
- Storeperson - Receives, handles and despatches goods in a store or warehouse
- Product Examiner - Examines products to ensure conformity to specifications and standards of presentation and quality
- Product Grader - Grades primary produce by evaluating individual items or batches against established standards and records results

- Product Tester - Collects product samples, conducts tests to determine quality of produce and maintains records of results

Skill level 3 occupations

Skill level 3 occupations are Australian Qualification Framework level IV or III including at least two years of on-the-job training. At least three years of relevant experience may substitute for the formal qualifications. In some instances relevant experience and/or on-the-job training may be required in addition to the formal qualification.

Occupations at skill level 3 include:

- Chemical Plant Operator - Controls the operation of chemical production plant
- Gas or Petroleum Operator - Operates equipment to pump oil and gas from wellheads, and refine and process petroleum products
- Power Generation Plant Operator - Operates boilers, turbogenerators and associated plant to generate electrical power. Registration or licensing is required
- Plastics Technician - Sets up, adjusts, repairs and troubleshoots machines which manufacture plastics products
- Technicians and Trades Workers not elsewhere classified - This occupation group covers Technicians and Trades Workers not elsewhere classified

Recruitment practices

The Australian manufacturing industry operates in a global market and manufacturers must find ways to be increasingly competitive to survive and prosper.

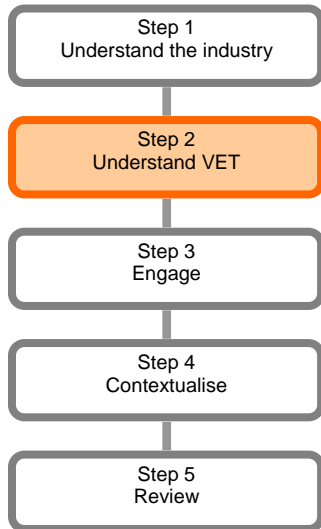
Manufacturers, in the interests of managing labour costs, have become very lean. There has been a major shift in employment arrangements. The workforce has become increasingly casual and reliant on labour hire companies. A 1998 KPMG Management Consulting report found that labour hire workers represent 19% of the manufacturing workforce.

Employers in the process manufacturing industry use a number of methods to fill their job vacancies.

These include:

- Labour hire agencies – employers use labour hire to meet fluctuations in labour demand
- Networks - employers use existing employees to recommend a friend or relative
- Newspapers – employers use both major and local newspapers to advertise job vacancies in print and on line
- Internet – employers use on-line job search sites to advertise job vacancies
- Employer websites – some employer websites include a section on jobs vacancies
- Direct approach – some employers are open to being contacted by interested job seekers

STEP 2 UNDERSTAND VET



LLNP operates within the industry led national training system. As an LLNP teacher you may have entered the LLNP program through non VET career pathways and therefore may not be up to date with the current VET context.

To deliver LLNP you will need to have an understanding of the VET sector and the pivotal role of industry in the national strategy, the Australian Quality Training Framework and Training Packages.

To contextualise LLNP delivery to a particular industry you must also be familiar with the relevant industry Training Package that describes the skills and knowledge required to perform effectively in the workplace.

The following information is designed to prepare you for contextualised delivery in the process manufacturing industries.

The national strategy

“Shaping our Future” is the national strategy for the vocational education and training sector. The strategy applies from 2004 to 2010 and is a long term commitment by Australian, State and Territory governments to partnering with industry. It informs all vocational education and training activities at all levels.

“Shaping our Future” sets the vision for vocational education and training:

- VET works for Australian businesses making business internationally competitive
- VET works for people giving Australians world class skills and knowledge
- VET works for communities building inclusive and sustainable communities

This vision is supported by four objectives:

1. Industry will have a highly skilled workforce to support strong performance in the global economy
2. Employers and individuals will be at the centre of vocational education and training
3. Communities and regions will be strengthened economically and socially through learning and employment
4. Indigenous Australians will have skills for viable jobs and their learning culture will be shared

The Australian Quality Training Framework

The Australian Quality Training Framework (AQTF) is the national set of standards aimed at assuring nationally consistent, high-quality training and assessment services for the clients of Australia’s vocational education and training system.

All Registered Training Providers must meet the AQTF 2007 Essential Standards for Registration through an external accreditation process implemented by State Training Authorities.

The AQTF 2007 Essential Standards for Registration includes three standards and their elements, three quality indicators and the conditions of registration.

The three standards are:

Standard 1 The Registered Training Organisation provides quality training and assessment across all of its operations.

Standard 2 The Registered Training Organisation adheres to principles of access and equity and maximises outcomes for its clients.

Standard 3 Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the Registered Training Organisation operates.

Strategies for training and assessment

AQTF standard 1, element 1.2 states that:

“Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry”

This means that you as training providers must engage with industry to satisfy the requirements of the AQTF. To develop an effective training and assessment strategy you must possess a thorough knowledge of the Training Package as well as an understanding of the industry, the job roles performed and the learners.

A template for a training and assessment strategy is provided in the appendices. This template can be customised for a full qualification, a group of competencies or a single competency depending on the needs of the industry and the learners.

Training Packages

It is important that you are familiar with Training Packages and how to use them to successfully deliver national recognised and contextualised training in the LLNP classroom.

Training Packages identify and describe the skills and knowledge required to perform effectively in the workplace and form the basis for training in the VET sector in Australia.

Training Packages comprise three endorsed components: the competency standards, the qualifications framework and the assessment guidelines.

- National competency standards define the skills and knowledge required for competent performance in the industry
- Assessment guidelines detail the requirements for assessor qualifications and designing and conducting assessments
- The qualifications framework provides the rules for packaging competencies to achieve a qualification at Certificate I, II, III, IV, Diploma or Advanced Diploma level

All endorsed components of Training Packages are available at www.ntis.gov.au. Training Packages also include unendorsed components. These include learning and assessment strategies, assessment materials and professional development materials.

The Training Packages that support the process manufacturing industry are:

- PMA02 Chemical, Hydrocarbons and Oil Refining Training Package
- PMB07 Plastics, Rubber and Cablemaking Training Package
- PMC04 Manufactured Mineral Products Training Package
- MSA07 Manufacturing Training Package

National competency standards

Competency standards are nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function.

Each unit of competency is made up of the following interrelated parts:

- Unit title and unique code
- Unit descriptor communicating the content and the skill area addressed
- Employability skills statement
- Application of the unit describing how to practically apply the unit
- Elements of competency describing demonstrable and assessable outcomes
- Performance criteria that specify the required performance and the applied knowledge for competent performance
- Required skills and knowledge describing the essential skills and knowledge required for competent performance
- Range statement to contextualise the competency
- Evidence guide providing advice on assessment

Training and assessment against national competency standards must cover all aspects of the competency standard, not just the elements and the performance criteria.

Workplace communications skills

The Australian government and industry recognises that language, literacy and numeracy skills are needed for all jobs. Therefore the workplace communications

skills required for satisfactory performance have been embedded into all competencies and integrated with technical skills.

Some competencies are obviously about workplace communications skills (for example: MSAPMSUP102A Communicate in the workplace) and others are less obvious and need to be analysed and unpacked.

The following list of questions will help you to identify and unpack the language, literacy and numeracy requirements in a unit of competency:

- What do people have to listen to and understand?
- What do they have to say?
- What do they have to read?
- What do they have to write?
- Do they need to understand diagrams, pictures or symbols?
- What maths calculations do they need to do?

From A new assessment tool, Australian National Training Authority 1999

Employability skills

In 2002 the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) published the Employability Skills for the Future report.

Employability skills are defined as:

“skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions.”

The report identified eight employability skills:

- Communication skills that contribute to productive and harmonious relations between employers and customers
- Teamwork skills that contribute to productive working relationships and outcomes
- Initiative and enterprise skills that contribute to innovative outcomes
- Planning and organising that contribute to long term and short term strategic planning
- Self-management skills that contribute to employee satisfaction and growth
- Learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes

- Technology skills that contribute to effective execution of tasks

Today the employability skills are an inherent part of National Training System and are embedded in all Training Packages.

MSA07 Manufacturing Training Package

The MSA07 Manufacturing Package is the newest of the process manufacturing Training Packages. It was developed by Manufacturing Skills Australia (MSA), the Industry Skills Council, in response to an identified continuous improvement opportunity to rationalise the process manufacturing Training Packages.

The MSA07 Manufacturing Package includes a range of qualifications at various Australian Quality Framework levels including the entry level Certificate I in Process Manufacturing (MSA10207), the qualification intended for entry to the industry. This qualification is a common qualification for use across the process manufacturing industry.

Mandatory units

To be awarded the Certificate I in Process Manufacturing (MSA10207) candidates must achieve three mandatory units of competency and four elective units of competency.

The three mandatory units are:

- MSAPMOHS100A Follow OHS procedures
- MSAPMSUP100A Apply workplace procedures
- MSAPMSUP102A Communicate in the workplace

These three units have been identified by industry as mandatory for all employees working in the process manufacturing industries.

The three mandatory units are provided in the appendices. As an LLNP teacher it is important to notice that:

- None of the three mandatory units are technical in nature
- All three mandatory units contain employability skills
- All of the three mandatory units contain communications skills that can be mapped to learning outcomes in curriculum that you use

Verified mapping

A verified mapping of the core units from the Certificate I in Process Manufacturing against the National Reporting System and the Australian Core Skills Framework by Linda Wyse and Associates is provided in the appendices.

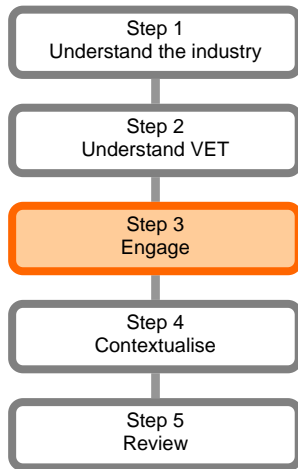
Employability skills

The employability skills for the Certificate I in Process Manufacturing (MSA10207) are provided below:

Employability Skill	Industry/enterprise requirements for this qualification include
Communication	Complete all reporting as required Report anything unusual Receive and relay oral and written messages Interpret oral or written messages Respond to information
Teamwork	Work as part of a work team Understanding the role of individual in organisational structure Understanding individual role in achieving section/team, plant and company objectives Identify individual tasks that are part of the team requirement
Problem solving	Recognise common problems Identify problems and take required action Respond to routine problems
Initiative and enterprise	Take appropriate corrective action Select appropriate equipment Identify units to be used Distinguish between urgent and non-urgent tasks
Planning and organising	Organise relevant equipment and tools Organise requests and tasks Plan own work Plan and organise activities Organise daily work plan
Self management	Find out what is required for the job Recognise a situation requiring action Complete own work activities Identify task requirements and work role Plan own work Meet time lines Seek assistance from other team members where appropriate
Learning	Recognise anything unusual Self-check numerical information Clarify cleaning duties Ask questions of appropriate person Seek advice from relevant personnel
Technology	Use equipment Turn equipment on and off as required by procedures Monitor equipment Use computer system

MSA07 Manufacturing Training Package Version 2 2007

STEP 3 ENGAGE



The more you can discover about and engage with local businesses in the process manufacturing industry the greater your chance of successfully contextualising your training. This will ultimately assist job seekers succeed in completing training and securing employment.

Engagement ensures that what is learnt in the LLNP classroom is what is needed by local companies.

The following information is designed to help you to develop relationships with local businesses in the process manufacturing industry to gather real workplace examples and samples to support your contextualisation.

Getting focused

Engaging companies requires a proactive approach that includes establishing initial direct contact and then on going regular contact.

If you have never engaged with industry before you may be unsure about how to go about this and what to expect.

If you are unfamiliar with networking, you may even find you make excuses to avoid this. Don't do this. The best way to overcome fear is to tackle something head on. If you do find this process daunting, then find someone who is social in a business sense and ask for their tips. Even seek out a mentor.

The networking process is very rewarding. You will gain insight into the relevance of what you teach, make valuable contacts and be able to support the delivery of your training with interesting illustrative examples.

A good place to start engaging with industry is to clarify what you are trying to do.

You are trying to develop relationships with local businesses in the local process manufacturing industry to gain access to resources and information that can be used to contextualise your LLNP delivery.

This might include:

- Site tours for LLNP teachers
- Site tours for LLNP students
- Classroom visits by workplace representatives
- Samples of work product
- Photographs of the workplace to use in the classroom
- Samples of forms
- Samples of recruitment screening tools
- Examples of workplace language
- Examples of workplace listening and speaking activities
- Examples of workplace reading and writing activities
- Examples of workplace numeracy activities
- Opportunities for work experience

These are some of the many benefits of a strong industry relationship to you the LLNP Provider and ultimately to your students.

But what are the benefits to the local businesses?

To start a relationship with a manager of a local business you must be able to convince them that the relationship will be worth their while. This is simply the old “what’s in it for me” approach applied to the manager. To persuade the manager that a relationship with you as an LLNP provider is worthwhile you will need to sell the benefits from the perspective of the manager. To do this you must have an understanding of the matters that are important to industry.

Some benefits to local businesses might include:

- Access to a source of prospective employees
- Opportunity to influence LLNP delivery in a way that is relevant to their business
- Access to a local training provider for training advice for new and existing workers
- Access to a local training provider to meet current and future training needs
- Being a good corporate citizen by making a contribution to the local community
- Challenging some of the myths that exist about jobs in the industry and to promote jobs in the industry to your students

Examples of sources of information to start with include:

- The Manufacturing Industry Skills Report published by the Department of Education, Science and Training
- Industry Training Advisory Body reports available from your relevant State Training Authority
- Employer peak bodies including the Australian Industry Group, the Australian Chamber of Commerce and Industry and the Plastics and Chemicals Industry Association

These sources will tell you about what is important with regards to labour market issues and skill needs in the process manufacturing industries.

You are now ready to start looking for companies to contact and gathering more information.

Identifying companies

The easiest and most effective way to identify companies is to use your existing networks.

Networking for the purpose of engaging local businesses helps with:

- Establishing contact with people who are already engaged with local businesses
- Obtaining information from others that will assist you to engage better with local businesses

Begin by considering all the people you know that may have an existing connection with the process manufacturing industry. Include work acquaintances (past and present) and personal contacts (family, friends, neighbours).

Then prioritise the list on the basis of who is most likely to be connected to the process manufacturing industry to who is least likely.

Easy ways to expand your network are by:

- Attending professional development seminars, discussion forums and information evenings that attract industry participants
- Attending conferences, workshops, trade shows and exhibitions relevant to the process manufacturing industry
- Building contacts with your vocational education and training and Job Network acquaintances

People within your own organisation may deliver industry training or Job Network services in the process manufacturing industry and therefore may be high on your list of contacts. If this is the case this is a very good place to start but you must tread carefully. Your colleagues have invested considerable time and effort in developing these relationships and won't want to risk damaging the relationship in any way.

To start gently, networking can be information based, asking questions to stimulate discussion and gather information. Gather information about the industry, the companies that they work with and what works and what doesn't work when communicating with local businesses. Also talk to them about what you are looking for and the benefits for the local companies and the job seekers that you work with. This will help you develop your own knowledge base whilst gaining the trust of your network.

Some questions you might like to ask about their experience with the local process manufacturing industry include:

- What companies do you work with?
- What do they make?
- How many people do they employ?
- What's the profile of the current workforce?
- What services do they receive from you?

- How do they recruit?
- How were the relationships initiated?
- How are the relationships maintained?
- What issues do you think are important in these companies currently?
- How do you go about identifying additional companies?
- How do you make first contact?
- How do you engage with industry?
- What should I be mindful of when identifying companies to talk to?
- What should I be mindful of when talking to companies?
- Who else do you know who can help me?

Once you have found out more about the local industry and trust has been established you can canvass options for making contact with the company.

These options include asking your colleague to contact companies on your behalf or contacting the companies yourself.

If you do not have networks that you wish to tap into you can try:

- Contacting your Local Council's Business Development Unit
- Looking at the jobs section of the local paper
- Searching the Yellow Pages
- Asking the Industry Training Advisory Body in your state
- Asking the Manufacturing Industry Skills Council

Make sure that you continue to learn about the industry as you go and keep asking questions. The more information you can gather about the local industry the easier it will be to engage with companies.

Through these processes you will generate a list of targeted companies to contact in the local process manufacturing industries.

Making initial contact

At this stage in the process you have an understanding of the process manufacturing industry and an awareness of the issues confronting local businesses. You also have a list of companies to contact. Contact details can be found in the White Pages and information about what the company does can be found on the internet.

The best way to contact a company is by telephone. You may need to call the same company several times before you get past reception and before you find the right person to talk to. Don't expect that if you leave a message for someone to return your call that they will, and don't judge them if they don't. If you are going to engage you will need to be thick skinned and persistent.

Good preparation and organisation is the key to engagement. It is useful to make notes about the questions you will ask and the information you need to give. It is important to note how engaging with you as a provider of LLNP services could add value to their particular business. If you are nervous consider developing a script and a checklist.

When contacting companies be clear in your mind about the purpose of the phone call. If you are contacting a company for the first time your goal is to organise a face to face visit at the site. To do this you must find out who is the right person to speak to, find out if they are receptive to engaging with you and get their interest. Remember that people respond to a sincere interest in what they do and the business they are in.

If the organisation is large enough the most knowledgeable person to talk to about on the job requirements will be the production manager and the most knowledgeable people to talk to about the training and recruitment needs for the organisation will be the human resource manager. It never hurts to approach both.

Keep a paper based or electronic contact sheet. It will help you keep track of your efforts to engage with local companies because you may need to make many calls and it is easy to forget who you have spoken to and what was said. The contact sheet can be used not only to capture what is learnt from each company but it will also be an important resource when speaking the same person more than once or multiple people within the same company.

At the start of the call introduce yourself and, if you do not know the name of a particular person, ask to speak to the manager or the person responsible for staffing or recruitment in the production area. Record their name and position.

Once speaking to the right person, be clear about what you have to say. Explain that you are looking to develop closer relationships with local businesses in the process manufacturing industry and help job seekers improving their language, literacy and numeracy skills to find local employment. If you know about the company and their needs from your research tailor the call to show that you are interested in them specifically. Listen carefully to what they have to say.

If the company is interested then try and make an appointment to see them. Alternatively they may ask for further information that you can forward via email and follow up with a phone call in a week's time to request a meeting. Deliver

what you have promised promptly. Record what you have discussed, what you have promised and what you have delivered.

Avoid direct discussions of what you want from them beyond an initial meeting. Your purpose is to generate enough initial interest in what you have to offer to organise a face to face meeting.

If a company is not interested, don't waste your time and politely move on. Record that the company was not interested.

The site visit

The site visit is critical to engaging the company for the purposes of further developing the relationship and gathering information for use in the LLNP classroom.

The site visit is also important for your professional development as an LLNP teacher. You may have no experience in the process manufacturing industry and many have never even visited a manufacturing site. The site visit allows you to gain an experience of the workplace that provides a much truer picture than seeing images of or talking to others about the manufacturing industry.

Remember that a site visit is simply a glimpse of the workplace. One or more site visits does not make you an industry expert any more than if a production manager made one or more visits to the LLNP classroom they would be an LLNP expert.

If you have never visited a process manufacturing worksite before you won't know what to expect.

Here are some tips to help you.

Dress code

Dress sensibly in long sleeves and full length pants in case there is a dress code for entering the plant to protect employees and visitors from hot surfaces. Also be careful to wear closed toe, low heel shoes as they may also have safety rules about the footwear allowed on the production floor. If the company produces products for the food processing industry or the pharmaceutical industry such as plastics packaging be prepared to remove all your jewellery and your watch before you can enter the plant. These items are potential sources of contamination that may not be allowed in the plant.

Safety

Employers must have in place safety policies, procedures and practices and follow the relevant safety legislation, regulations and codes of practice.

When you enter a worksite examples of safety in practice that you may observe include:

- A visitor safety induction
- A visitor sign in book to be used in the case of emergency evacuations and drills
- Safety policies, procedures and results on notice boards
- Safety signage
- Safety alarms
- Clearly marked pedestrian walkways
- Personal protective equipment such as ear plugs and safety glasses

These control measures identify hazards and minimise or eliminate the risk of harm. It is your responsibility to follow the safety precautions in place and report any incidents and hazards that you observe whilst in the workplace.

Commercial confidentiality

The process manufacturing industry is a competitive industry and some companies are sensitive about their technology and work processes.

Some companies may require you to sign a confidentiality agreement.

Some organisations may only reveal some part of their processes.

Some organisations will not allow you to take photos or remove documentation from the site.

It is important to be sensitive to commercial confidence and never, under any circumstances, share information about one company with another company without their explicit permission.

Challenging myths

You may be influenced by any number of myths that persist about the manufacturing industry. Keep an open mind if you have no experience with the industry because these myths will be challenged through your engagement with industry. It is important to challenge these myths because when you contextualise training to a particular industry you are in fact representing that industry to your students. It is your responsibility to do this accurately and fairly.

Here are some examples of common myths:

Myth #1: It is a dangerous work environment - This can be true but it can also be true of any workplace in any industry because hazards can be found in every workplace. All employers must have in place safety policies, procedures and

practices and follow the relevant safety legislation, regulations and codes of practice. All employers have a duty of care to protect the safety of anyone that enters the worksite, including visitors such as you and your students.

Myth #2: It is male dominated - It is true that many process manufacturing workplaces are male dominated. It is also true that some process manufacturing workplaces are predominately female. For example process workers who check and pack products on injection moulding machines are typically female.

Myth #3: It is dirty - It is true that some processes such as mixing and grinding processes can be dusty. Dust is a safety hazard and a source of contamination and therefore control measures are implemented to minimise the dust such as isolating the source, extraction systems and regular housekeeping. Many plastics companies manufacture packaging products for the food processing industry and maintain worksites that are cleaner than most offices.

Gathering specific workplace examples

It is important that you are aware of the language, literacy and numeracy skills required in the workplace so that you can assist your students to acquire the correct workplace communication skills to succeed in accessing and maintaining employment.

Therefore once you have made a connection with industry you can start to collect information about the workplace communication skills that are needed to function successfully in the workplace and be a successful member of a work team. You can then use these specific examples from the workplace to contextualise your training delivery and assessment in the classroom.

The following is a list of workplace literacy areas general to most workplaces and have been adapted from Allene Grognet's Q&A Planning, implementing and evaluating workplace ESL Programs, 1996. Use this list to focus your workplace information gathering. The table outlines the area of literacy and how the employee may apply these skills.

Literacy group	Applying the skills
Workplace communication expectations	<ul style="list-style-type: none"> – greeting co-workers – asking questions – making small talk – reporting problems and progress – calling in late or sick

	<ul style="list-style-type: none"> – requesting time off or permission to leave early – responding to interruption and criticism – making suggestions – accepting and declining requests and invitations – asking for and giving clarification and verification – apologising
Follow directions and instructions	<ul style="list-style-type: none"> – identifying listening strategies for directions – understanding quality control language – understanding words of sequencing – giving feedback to directions – asking for, giving and following directions – giving and responding to warnings – understanding and following worksite rules – following safety rules

Literacy group	Applying the skills
Job Specific Terminology	<ul style="list-style-type: none"> – identification of one's job – enumeration of the tasks – description of the tasks – identification and description of

	<p>tools, equipment and machinery</p> <ul style="list-style-type: none"> – identification of products and processes
Cross-cultural Factors	<ul style="list-style-type: none"> – food and eating habits – personal hygiene, habits and appearance – cultural values of Australia and the Australian workplace – understanding workplace hierarchies – understanding unwritten rules – recognising problems and understanding appropriate problem solving strategies
Company organisation and culture	<ul style="list-style-type: none"> – management functions – union functions – personnel policies, procedures and benefits – performance evaluations – rewards and recognition
Upgrading and training	<ul style="list-style-type: none"> – understanding career opportunities – understanding the need for training – understanding what a valued worker is

Gathering specific workplace samples

The workplace is also a valuable source of up to date, industry specific resource materials that can be used in the classroom to contextualise training.

Examples of materials to collect include:

- Workplace maps
- Time sheets
- Daily production sheets
- Pay slips
- Safety signs and symbols
- Material Safety Data Sheets (MSDS)
- Leave request forms
- Hazard reports
- Incident reports
- Standard Operating Procedures (SOP)
- Product specifications
- Company policies
- Induction checklists

Work experience

Recruitment takes time and money and therefore all employers, including those in the process manufacturing industry, want to make successful recruitment decisions. Work experience allows an employer to get to know a potential employee “on the job” before making a recruitment decision.

Work experience benefits your students by exposing them to a real work environment with an opportunity to practice and improve employability skills and giving them a “foot in the door” with a potential employer that may result in employment.

Commencing work experience can be as stressful as starting a new job which can be made more comfortable through some preparation in the classroom. Your relationship with the host company means that you can access enterprise specific information and work samples to prepare students prior to the commencement of the work experience such as forms to be completed, duty statements, incident reporting, hazard reporting and emergency procedures.

Work experience gives you an insight into your students' skills applied in a workplace environment. It also generates a rich resource of workplace learning that can be brought back to the classroom.

The employability skills for the Certificate I in Process Manufacturing (MSA10207) describe the skills employers look for in entry level occupations in the process manufacturing industry and can be used to debrief with employers following work experience. By asking employers to provide feedback on the participant's performance in relation to the employability skills will help to identify strengths and weaknesses to be addressed in the classroom.

The process of organising and evaluating the work experience helps you to further enhance your relationship with industry and increase your understanding of industry's expectations.

Strengthening the relationships

Engagement with industry is not an activity that happens once and you're done. It is an on going process of building and strengthening relationships. The following tips will help you to strengthen your relationship further:

- Keep in regular contact visits with companies you have engaged with
- Fine tune and continue to promote the benefits of the relationship from the business perspective
- Allow time for the relationships to develop
- Continue to identify and contact new companies and build new relationships
- Take the time to understand their business and listen to their concerns
- Maintain and be seen to maintain commercial confidentiality
- Keep contact sheets for every company
- Never promise what you can't deliver and always deliver on the promises that you do make
- Never assume that you understand their business. You are only learning about it, not experiencing it and it is always changing
- Be receptive to new ideas and methods

It helps to have a reason for a follow up visit. It gives you an excuse to call and provides an opportunity to seek further input and clarification from industry whilst further strengthening the relationship.

Reasons for a follow up visit can include:

- To gain their input and insight into training you have contextualised

- To ask further advice on how to refine your training and assessment
- To improve your understanding of the organisation as you may have had interest from job seekers about an aspect of employment

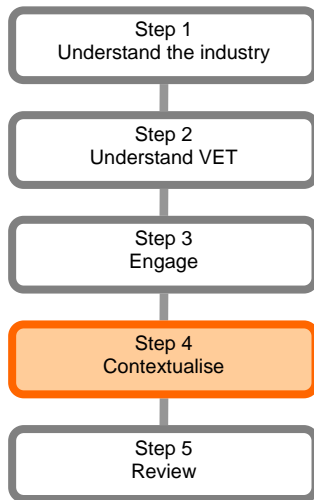
Barriers to engagement

You will find engaging industry and local business takes a considerable investment in time and effort. You may find many things get in the way of you and your organisation being able to do this effectively. Don't give up. Learn to recognise the barriers and implement measures to overcome them.

Below is a list of possible reasons that industry may present to prevent the relationship being established or developing to a trusting level. The following list of barriers and possible responses has been adapted from the VETASSESS Guide 2002 "Learning and assessment strategies".

Barriers to engagement	Possible LLNP responses
Human, financial and time constraints	Use short, concise consultation strategies Engage in purposeful consultation that focuses on critical enterprise issues Provide support services
Enterprise capacity to add value	Provide evidence of impact of enterprise input on LLNP delivery and assessment Identify areas in which enterprise has capacity to add value
Lack of confidence in formal delivery and assessment	Use intermediaries with credibility Provide evidence of impact of formal training on enterprise performance
Mistrust of external providers	Use informal/formal networks for referral Provide honest, realistic estimates of time required for consultation
Lack of focus on business concerns	Structure consultations around key enterprise issues
Inflexible consultation strategies	Conduct consultations at times that suit enterprises Use direct and indirect consultation strategies Use face to face consultations conducted on site
Limited business networks	Use intermediaries to target enterprises and individuals Target key influences, ie friends, suppliers, customers
Technical and jargon laden materials	Use plain English documentation Provide targeted summaries of key documents Provide information on key aspects of LLNP

STEP 4 CONTEXTUALISE



The first three steps; understand industry, understand VET and engage industry were all designed to prepare you for the practice of contextualisation.

Through your investment in the first three steps outlined in this Resource you are now equipped with the knowledge, skills and connections necessary for effective and successful contextualisation.

Now you should be feeling a lot more confident about contextualising your LLNP delivery.

On the other hand if you skimmed or skipped the first three steps in the hope of finding the magic answer in this chapter you will be disappointed. Contextualisation is an investment that requires time and effort. There is no short cut. You must go back to step one.

This section of the resource is presented as a case study because input from industry and an understanding of the profile of the students is critical for contextualisation.

Introduction

The following is a case study of Julie, an LLNP teacher, who has been asked to contextualise her LLNP delivery to students in the Basic stream who wish to find employment in the local process manufacturing industry.

As an experienced LLNP teacher she is experienced in language, literacy and numeracy training, has a practical understanding of the principles of adult learning and has a comprehensive understanding of the ACSF and LLNP Guidelines.

In preparation for contextualisation Julie has completed the first three steps outlined in this Resource. She has researched the process manufacturing industry and has an appreciation for how the industry is structured and the labour market. She has familiarised herself with the Manufacturing Training Package and the language, literacy and numeracy skills needed to obtain employment and function effectively in the workplace. She has successfully engaged with three local businesses and equipped herself with workplace examples and materials to contextualise her LLNP delivery and assessment.

Student profile

An initial ACSF assessment of her students has revealed that most students have a spiky profile with demonstrated high oracy skills but low literacy. She has seen workers of a similar language and literacy level when visiting local companies so she knows that there are employment opportunities available.

Identifying industry needs

Julie rings up Frank, the production manager at ABC Components who she has established a rapport with and asks him about employment opportunities relevant to the student profile. ABC Components manufactures plastic fixtures for the home construction industry and Frank tells her that during Spring and Summer every year he has to put on a second shift to meet demand but has trouble finding people. He usually uses a labour hire companies but also employs people who walk off the street if they have the right skills and attributes. Julie asks him specifically what he is looking for and Frank tells her that he wants workers who are willing to work, who can fit into the team and who ask for help when they

need it. Julie asks him if he forget to include the need for someone who knows how to do the job and Frank says that he doesn't need someone who knows how to do the job. He tells Julie that the work that they do and the way that they need to do it is specific to his workplace and that training is provided on the job when a new employee starts.

Next Julie contacts Marika, the Human Resources Manager at Designer Dyes, a specialist local chemical company that manufacturers coloured dyes for the textile and clothing industries and asks her about employment opportunities relevant to the student profile. Marika tells her that times are tough due to so many textile companies relocating off shore and that they have been downsizing the workforce. They are however looking at new markets to expand into and expect the current slump to be temporary. Therefore Julie learns from Marika that there are no employment opportunities currently but this may change over the next twelve months.

Finally Julie contacts Hien the General Manager at Jakes Cements and asks him about employment opportunities relevant to the student profile. Hien tells her that business is booming with the construction of a local hospital and that he has been expanding his workforce. In fact business is booming throughout the cement industry due to a spate of public construction projects and he and other local cement manufacturers are having trouble finding people. Hien tells her about a recent high profile safety incident that happened interstate and how employers are feeling the pressure to make sure that their workforce can recognise and report hazards to prevent further incidents. He says that he looks for workers who can work safely in their teams and are able to identify and report hazards.

Through these consultations Julie has discovered that there are jobs available at some local businesses and that the employers want the sorts of skills that she can help the students develop whilst in the LLNP.

Selecting competencies

Julie consults the Manufacturing Training Package to select the most relevant unit(s) of competency. The key needs identified by the employers best fit with *MSAPMOHS100A Follow OHS procedures* and *MSAPMSUP102A Communicate in the workplace*. However because Julie is familiar with the profile of her students and must be realistic about what she can achieve in the time allocated she decides to focus on *MSAPMSUP102A Communicate in the workplace*. This competency covers receiving, relaying and recoding written and oral messages and providing relevant information in response to requests, within timelines. Then depending on the progress of individual students she will progress to *MSAPMOHS100A Follow OHS procedures*.

MSAPMSUP102A *Communicate in the workplace* has already been mapped against the ACSF and verified and therefore she can start to develop her training resources.

The training and assessment plan

Julie documents the following training and assessment strategy:

Name of RTO	Make it real training	
Code and title of qualification	NA	
Units of competency	MSAPMSUP102A Communicate in the workplace	
Target audience	<p>The target audience undertaking this unit will be people currently enrolled in LLNP looking to work in the process manufacturing industry.</p> <p>This course is designed for students in the Basic stream.</p>	
Consultation contributing to development of learning and assessment strategy	<p>The delivery and assessment strategies developed for this program have been designed in consultation with ABC Components, Designer Dyes and Jakes Cement.</p>	
Delivery and assessment arrangements	<p>The delivery method that will be used is classroom training. Skills and knowledge will be developed through a combination of structured classroom learning, guest speakers, plant tours, scenario participation and simulated environment. Candidates will be provided with training manuals, assessment materials and reference sources.</p> <p>The duration of the program is 160 hours.</p> <p>The schedule of the sessions is full time study over 6 weeks.</p> <p>The location of the sessions is on campus.</p>	
Evidence gathering	Unit	Evidence gathering
	MSAPMSUP102A Communicate in the workplace	A, B
	Evidence gathering key: A = Direct observation, B = Questioning, C = Portfolio, D = Review of products, E = Third party feedback	

Delivery and assessment staff	The program will be delivered and assessed by Julie Smith.
Assessment validation process	The processes used to validate assessment in the program include: <ul style="list-style-type: none"> • LLNP teacher consults with representatives from industry on a regular basis (at least annually) to check the performance standards required in the program are consistent with industry practice • Program Manager convenes regular meetings (at least annually) of assessors to review evidence gathering tools and assessment process
Infrastructure requirements	The facilities and equipment required for training delivery and evidence gathering are: <ul style="list-style-type: none"> • an appropriate and realistic simulation • access to the current version of the relevant Training Package, including the appropriate unit of competency, assessment guidelines and qualification structure The staff involved in delivering the program have access to trainer, assessor, and candidate support materials relevant to the program All assessors have access to copies of the assessment tools used in the program. The RTO has an assessment process that incorporates reasonable adjustment procedures. The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification.
Pathways	Participants are provided with advice about how these units contribute towards the Certificate I in Process Manufacturing and provide the skills to assist them to access semi skilled employment in the process manufacturing industry

Analysing the competency

Julie reads the competency, *MSAPMSUP102A Communicate in the workplace*, and familiarises herself with the verified ACSF mapping.

Taking into consideration the profile of her students she decides that the whole unit cannot be delivered at one time in an integrated way. Because of their language, literacy and numeracy needs she decides to start with Element 1 Receive and relay messages:

1. Receive and relay messages
 - 1.1 Confirm understanding of the message is correct.
 - 1.2 Accurately record the message.

1.3 Relay message accurately to appropriate person or section within designated timelines.

She jots down the following notes:

- What kinds of messages do workers receive?
- How do they receive messages?
- How do they record the message?
- Who might they need to relay messages to?

Julie then reads the range statement. The range statement tells her that the message may be written, oral or electronic depending on the workplace requirements and that it may include use of equipment and tools such as a two way radio, computer or telephone.

Julie is not familiar with the process manufacturing industry at this level of detail so she contacts Frank again. He tells her that his workers don't have access to a telephone and don't use computers or two way radios and the only messages they have to send and receive are oral. She double checks this information with Mark who works in the industry training unit and he tells her that that is typical in the plastics industry and that the chemical industry is more likely to use equipment such as two way radios and expect workers to document messages. She keeps this in mind for when she is developing and delivering her training sessions.

She also notes that the required knowledge includes knowledge and ability to implement organisation policies and procedures on workplace communication, including:

- Types, purpose and importance of workplace documentation
- Workplace codes, including numbers, symbols, signs, colours and other codes

Also that competence includes the ability to:

- Listen attentively
- Formulate questions to clarify work requirements or instructions
- Establish effective workplace relationship with colleagues
- Adapt communication to a range of social, cultural and ethnic backgrounds

Julie knows that she needs to take all this into account when developing the training and assessment resources.

Sample training resource

Julie develops training resources to meet the requirements of Element 1 from *MSAPMSUP102A Communicate in the workplace* taking into consideration the ACSF requirements.

The following is a small sample of what she developed. It is not complete but it demonstrates how Julie plans to guide the student from the known (in the community) to the unknown (in the workplace) consistent with the principles of adult learning.

Activity 1

- a) Discuss in small groups situations where you received messages (verbal or written) in the community e.g. from the school, family, friends, Centrelink, doctor, hospital etc. Choose one person to present your group's findings.
- b) Discuss in small groups situations where you relayed messages (verbal or written) in the community e.g. to the school, family, friends, Centrelink, doctor, hospital etc. Choose one person to present your group's findings.

Activity 2

- a) Discuss as a class situations where you might need to receive messages (verbal or written) in the workplace. Use examples on the board to help you.
- b) Discuss as a class where you might need to relay messages (verbal or written) in the workplace. Use examples on the board to help you.

We communicate because we want to:

- to pass information
- to receive instructions
- to explain absences
- to ask for help
- to order materials
- to report hazards
- to organise work for the day
- to negotiate working hours

← on the white board

Preparing for assessment

Julie reads the Manufacturing Skills Training Package Assessment Guidelines and the MSAPMSUP102A Communicate in the workplace evidence guide.

She discovers that assessment can occur in a simulated environment and therefore she needs access to an appropriate and realistic simulation.

The evidence guide tells her that assessment may be assessed through a combination of techniques including case studies, simulations, questioning and observation.

She also finds information about the critical aspects for assessment and evidence required to demonstrate competency in this unit.

Sample assessment resource

Julie also develops the following assessment resource to meet the requirements of Element 1 from MSAPMSUP102A Communicate in the workplace taking into consideration the ACSF requirements.

The following is a small sample of what she developed. It is not complete but it demonstrates how Julie has contextualised the assessment to the process manufacturing industry.

Assessment Task 1

Role-play the following situations with the assessor in a simulated workplace environment:

Situation 1: Jim from maintenance came looking for Tony your supervisor but couldn't find him. He said, "Please let Tony know that scheduled maintenance for section B will start at 11pm."

Situation 2: Your friend Deng from afternoon shift rang you on your mobile and left this message, "It is 3.30 pm. I am running late for the 4pm shift because of a traffic jam on the Monash Freeway. Tell Tony, the supervisor. Bye."

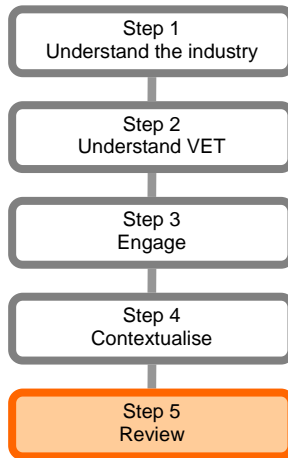
Making it real

Before Julie had been given the task of contextualising LLNP to the local process manufacturing industry she had never set foot in a factory. She remembers how nervous she felt on her first site tour and what a difference it made to her understanding of the industry and her understanding of the workplace language,

literacy and numeracy requirements. Many of her students have also never been in a factory. Therefore she knows that to make it real she must provide her students with an opportunity to visit some factories and talk to some people who work in the industry.

Julie decides to organise a plant tour at one of the companies and see if another company contact will be a guest speaker. Julie will also talk to her industry contacts about the possibility of organising work experience. She will use the plant tours guest speakers and work experience to enrich the learning experience of her students whilst developing their language, literacy and numeracy skills.

STEP 5 REVIEW



In this step you will review the process and the outcomes and judge the success of your contextualisation and explore ways in which it can be improved.

Continuous improvement and the AQTF

Continuous improvement underpins the AQTF and RTOs must be able to demonstrate continuous improvement in order to maintain compliance.

The AQTF 07 Users' Guide includes the following statement:

An effective quality system includes processes that encourage and achieve continuous improvement. For RTOs this means developing a planned ongoing process to systematically review and improve policies, procedures, products and services through analysis of information and collection of data from clients and other interested parties, including RTO staff. Data from the quality indicators provides a key tool for continuous improvement.

The value for RTOs of adopting a continuous improvement cycle is its potential to create a stronger, more sustainable business that meets the needs of clients and stakeholders. Such a cycle also enables RTOs to adapt quickly to changing external environments such as economic factors and skills needs.

Existing systems in place to gather data and review processes in your RTO that you might be familiar with include:

- LLNP verification
- Assessment validation
- Client surveys
- Staff surveys
- Quality audits

What to review?

Contextualisation is also a process that should be reviewed to judge its effectiveness in meeting defined outcomes.

Contextualisation is reviewed to:

- Continuously improve
- Evaluate student satisfaction
- Evaluate employer satisfaction
- Evaluate cost effectiveness
- Evaluate student outcomes
- Evaluate training outcomes

- Evaluate employment outcomes
- Quality control
- Respond to problems and criticisms
- Identify solutions
- Evaluate teachers
- Evaluate engagement with industry
- Evaluate training strategies
- Evaluate training resources
- Evaluate assessment strategies
- Evaluate assessment resources

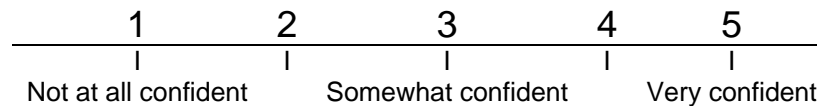
A well planned, systematic approach to review will help you determine what aspects worked well and what aspects need improvement.

It is also an opportunity to reflect on what was learnt from the experience and what should be done differently next time.

Appendix A. Self evaluation tool

Assessing yourself using this tool will help you to identify your strengths and weakness and prioritise your professional development needs with respect to contextualised LLNP delivery.

Instruction: Thinking about the comparison between uncontextualised and contextualised LLNP rate your current level of confidence according to the following scale:



Uncontextualised LLNP delivery		Contextualised LLNP delivery	
Attribute	Rating	Attribute	Rating
Knowledge of LLNP guidelines, administration and delivery for general delivery		Knowledge of LLNP guidelines, administration and delivery for contextualised delivery	
Skilled in language, literacy and numeracy provision in the classroom		Skilled in workplace language, literacy and numeracy provision in the classroom	
Focused on improving LLN skills to enable students to participate in training or employment generally		Focused on improving LLN skills to enable students to participate in training or employment in local business and/or industry	
Focused on improving LLN skills for ACSF achievement as per guidelines		Focused on improving LLN skills for ACSF achievement as per guidelines	
Focused on improving LLN skills for increased proficiency and literacy based on curriculum		Focused on improving LLN skills for proficiency and literacy based on Training Package competencies	
Engaged with the general community		Engaged with industry and local business	
Awareness of life skills and independence		Awareness of labour market and industry and local business needs	
Flexible and adaptable to community needs		Flexible and adaptable to industry needs	
Uses community sourced samples and examples		Uses industry/local business samples and examples	

Appendix B. Professional development plan

Use this information in collected using the Self Evaluation Tool to develop a Professional Development Plan customised to your needs.

Instruction: Thinking about the results of your self evaluation identify three professional development goals relevant to LLNP contextualisation and develop an action plan for each goal.

Professional development goal	Actions
1.	
2.	
3.	

Appendix C. Contextualisation in the guidelines

The LLNP Guidelines support and encourage LLNP providers to contextualise LLNP delivery. A list of all the instances where the term “context” occurs in the guidelines is provided below.

Extracted from the Department of Education, Employment and Workplace Relation’s LLNP 2009-10 Program Guidelines.

Section 5 Standard training

5.4 Contextualising training

Training should be contextualised to meet local business and/or industry skills requirements. Training content aligned with local business and/or industry skills needs may be delivered by providing training in the language, literacy and numeracy skills used in workplace(s) in Initial, Basic and Advanced streams where appropriate.

TA Providers may:

- introduce Initial stream clients to language content contextualised to local business and/or industry needs, if appropriate;
- contextualise the training in both the language and literacy/numeracy training foci in the Basic stream by delivering the language, literacy and numeracy skills associated with vocational competencies from an endorsed Training Package and/or accredited curricula, focussing on Reading and Writing macro skills (Guideline 3.16 refers); and
- contextualise the training in both the language and literacy/numeracy training foci in the Advanced stream by delivering the language, literacy and numeracy skills associated with vocational competencies from an endorsed Training Package and/or accredited curricula (Guideline 3.17 refers).

Where TA Providers have contextualised training in Initial, Basic and Advanced streams, the assessment tasks(s) must be used as evidence to report on language, literacy and numeracy gains as ACSF indicators.

TA Providers seeking to contextualise training should engage in active dialogue with the local business community to identify training strategies to address business and/or industry needs. TA Providers are also encouraged to work with other vocational education providers and Referring Agencies to develop and deliver contextualised training.

Section 6 Complementary Training

6.1 Overview of CT

CT is an optional training service that allows TA Providers more flexibility to create courses that are parallel to the delivery of the Initial, Basic and Advanced streams of training and is intended to target disadvantaged client groups. Complementary training provides opportunities to develop *contextualised training* to enhance clients' *employability* in local labour markets.

6.8 Contextualising training

Training should be contextualised to meet local business and/or industry skills requirements. Training content aligned with local business and/or industry skills needs may be delivered by providing training in the language, literacy and numeracy skills used in workplace(s) in Initial, Basic and Advanced streams where appropriate.

TA Providers may:

- introduce Initial stream clients to language content contextualised to local business and/or industry needs, if appropriate;
- contextualise the training in both the language and literacy/numeracy training foci in the Basic stream by delivering the language, literacy and numeracy skills associated with vocational competencies from an endorsed Training Package and/or accredited curricula, focussing on Reading and Writing macro skills (Guideline 3.16 refers); and
- contextualise the training in both the language and literacy/numeracy training foci in the Advanced stream by delivering the language, literacy and numeracy skills associated with vocational competencies from an endorsed Training Package and/or accredited curricula (Guideline 3.17 refers).

Where TA Providers have contextualised training in Initial, Basic and Advanced streams, the assessment tasks(s) must be used as evidence to report on language, literacy and numeracy gains as ACSF indicators.

TA Providers seeking to contextualise training should engage in active dialogue with the local business community to identify training strategies to address business and/or industry needs. TA Providers are also encouraged to work with other vocational education providers and Referring Agencies to develop and deliver contextualised training.

Section 7 Advanced Vocationally Oriented Courses (AVOC)

7.6 Contextualising training

Training should be contextualised to meet local business and/or industry skills requirements.

TA Providers may:

- contextualise the training in both the language and literacy/numeracy training foci in the Advanced stream by delivering the language, literacy and numeracy skills associated with vocational competencies from an endorsed Training Package and/or accredited curricula (Guideline 3.17 refers).

Where TA Providers have contextualised training, the assessment tasks(s) must be used as evidence to report on language, literacy and numeracy gains as ACSF indicators.

TA Providers seeking to contextualise training should engage in active dialogue with the local business community to identify training strategies to address business and/or industry needs. TA Providers are also encouraged to work with other vocational education providers and Referring Agencies to develop and deliver contextualised training.

Section 12 Reporting requirements

12.2 TA Providers' risk management and reporting of risks

TA Providers must put in place resources and procedures to manage the risks associated with delivery of training and assessment services, which include but are not limited to.....

- inappropriate training including.....
 - contextualised training or training using vocational competencies from endorsed Training Packages and/or accredited curricula which does not address local business and/or industry needs (Guidelines 5.4, 6.8 and 7.6 refer).

Section 16 Other contractual matters

16.3 Training and Delivery Strategy (TADS)

At the time of tender or when approval for the delivery of additional (Guideline 1.8 refers) training services is being sought, TA Providers must submit to DEEWR for approval a Training Assessment and Delivery Strategy (TADS), which details all accredited courses to be delivered and provides, as a minimum, but is not limited to, the following information.....

- delivery strategy including....
 - details of any contextualised training or vocational competencies used for AVOC and particularly how these meet local business and/or industry needs (Guidelines 7.6 and 7.25 refers);

Section Glossary

Contextualised training

Training content aligned with local business and/or industry skills needs which may be delivered either by addressing vocational competencies directly and providing work experience in advanced stream vocationally-oriented courses, or by providing training in the language, literacy and numeracy skills used in workplace(s) in initial, basic and advanced streams where appropriate, or by developing Complementary Training. (5.4; 6.8; 7.6).

Appendix D. Mandatory units

The following three units of competency from the Certificate I in Process Manufacturing have been identified by industry as mandatory for all employees working in the process manufacturing industries.

MSAPMOHS100A Follow OHS procedures

Description

On completion of this unit, the worker will be able to recognise hazards commonly occurring at the workplace and follow health and safety instructions and procedures in the workplace.

Employability Skills

This unit contains employability skills.

Application Of Unit

This competency applies to operators required to follow OHS instructions and procedures relating to the work being undertaken. Workers will be aware of the importance of maintaining their own health and safety and the health and safety of others in the workplace. Individual workers will also be capable of dealing with incidents and emergencies within their own scope of responsibility and under the direction of the supervisor.

While the instructions and procedures must be derived from the relevant organisation OHS policies, the worker is not required to understand or interpret these policies. This interpretation should be undertaken by the supervisor when informing workers of the OHS requirements.

Unit Sector

No sector assigned

Performance criteria

Element	Performance criteria
1. Recognise hazards.	1.1 Identify hazards commonly found in the workplace. 1.2 Check work area routinely before and during work. 1.3 Describe causes of identified hazards.
2. Follow	2.1 Follow procedures to remove or minimise hazards,

procedures for hazard control.	within the scope of responsibilities and competencies.
	2.2 Use required personal protective and other safety equipment.
	2.3 Describe the potential consequences of failing to follow these procedures and instructions.
3. Follow emergency procedures.	3.1 Recognise emergency/emergency alarm.
	3.2 Go to muster point following procedure.
	3.3 Follow instructions related to the emergency.
4. Report problems.	4.1 Report to appropriate people in accordance with workplace procedures when hazards arise.

Skills and Knowledge

Required skills:

Language, literacy and numeracy requirements

- This unit requires the ability to recognise and interpret safety signs and other basic safety information. It also requires the ability to report hazards in an appropriate way and to follow emergency instructions.

Required knowledge:

- This describes the essential skills and knowledge and their level required for this unit.
- Knowledge and understanding is required of the workplace occupational health and safety (OHS) system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation.
- Awareness is required that OHS issues are regulated by State/Territory Acts, regulations, codes of practice and industry standards.
- Employees need to be able to follow OHS procedures.

Competence includes the ability to apply and describe procedures for:

- recognising hazards in the workplace
- recognising safety signs and symbols
- recognising hazards commonly found in the workplace and standard controls
- reporting hazards identified to the designated person/according to procedure.

Competence also includes the ability to:

- describe the rights and responsibilities of employees under the OHS legislation

- use and maintain appropriate PPE
- communicate OHS issues
- locate and follow OHS procedures under direct supervision.

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Context	<p>This unit of competency describes OHS requirements applicable for all workers whose work involves the use of workplace policies and procedures to maintain a safe work environment for themselves and others.</p> <p>It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.</p>
Procedures	<p>All operations are performed in accordance with procedures. Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.</p>
Hazards and hazard causes	<p>Known hazards, such as those identified in procedures or training, are recognised. The underlying causes of these identified hazards are also described, eg the identified hazard is slipping, the cause is spilled granules.</p>
Tools and equipment	<p>This competency includes use of and checks on equipment and tools such as:</p> <ul style="list-style-type: none"> housekeeping checks, such as obstructions on the floor which may create slip/trip hazard guards in place equipment in safe condition work area clear and organised nothing unusual/different emergency equipment available PPE is functional.
Hazards	<p>Typical hazards include:</p> <ul style="list-style-type: none"> handling chemicals and hazardous materials chemical and or hazardous materials spillage gases and liquids under pressure moving machinery materials handling

	working at heights, in restricted or confined spaces, or environments subjected to heat, noise, dusts or vapours fire and explosion.
Problems	Reporting problems means 'apply procedures to recognise and report hazards'. Typical process and product problems may include: recognition of hazards problems encountered in controlling risks associated with hazards observation of an injury and/or incident which occurred in the workplace clarification of understanding of OHS policies and procedures.
Personnel	Appropriate personnel for OHS referrals may include: employer supervisor employees elected as OHS representatives other personnel with OHS responsibilities.

Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations that will include disruptions to normal, smooth operation.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to: describe the workplace OHS system and know the importance of critical procedures recognise potential situations requiring action implement appropriate corrective action. Emphasis should be on the ability to avoid a critical incident rather than on recovery from a disaster. Consistent performance should be demonstrated. For example, look to see that: hazards and application of appropriate risk controls are known other hazards in the workplace that may arise are known and reporting/taking actions are according to procedure.
Assessment method and context	Assessment for this unit of competency will be on a processing plant or in a manufacturing environment. Simulation may be required to allow for timely assessment of

parts of this unit of competency. Simulation should be based on the actual work environment and will include walk throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both in the work environment (during demonstration of normal operations and walk throughs of abnormal operations) and off the job.

Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific
resources for
assessment

Assessment will require access to a manufacturing plant or working environment over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios, case studies, and 'what ifs' will be required, as will a bank of questions which will be used to check the reasoning behind the 'observable actions.'

MSAPMSUP100A Apply workplace procedures

Description

This competency covers the skills and knowledge required to complete own work activities.

Employability Skills

This unit contains employability skills.

Application Of Unit

This competency is typically performed by an operator working independently or in a team.

It includes:

- an awareness and application of workplace procedures
- an introduction to the industry
- knowledge of the company and the employee's role within the organisation.

Unit Sector

No sector assigned

Performance criteria

Element	Performance criteria
1. Identify industry sector.	1.1 Identify the industry sector.
	1.2 Recognise the major competitors in the industry and their products.
	1.3 Identify career opportunities within the industry sector.
	1.4 Explain the major external issues facing the industry.
2. Identify products and customers.	2.1 Identify company products.
	2.2 Identify needs of external customers in line with organisation priorities.
	2.3 Identify needs of internal customers.
	2.4 Identify the role of quality processes in meeting product standards.

- 2.5 Identify your role in meeting customer requirements.
- 3. Recognise plant structure and processes.
 - 3.1 Identify key production sites/areas.
 - 3.2 Explain role of individual in organisational structure.
 - 3.3 Describe the production process within own work area and relationship with other parts of the production process.
- 4. Identify workplace role and responsibilities.
 - 4.1 Identify company objectives.
 - 4.2 Identify organisational policies and guidelines in relation to job role.
 - 4.3 Describe key responsibilities including OHS of own section/team and functional area.
 - 4.4 Identify task requirements and work role.
 - 4.5 Explain individual role in achieving section/team, plant and company objectives.
- 5. Follow workplace procedures.
 - 5.1 Identify existing sources of work instructions relevant to job role.
 - 5.2 Follow work instructions in undertaking tasks.
 - 5.3 Follow work instructions for recording process.
 - 5.4 Seek advice from relevant personnel in clarifying work instructions when appropriate.
- 6. Recognise quality requirements.
 - 6.1 Identify instances of variation in quality from specifications or work instructions.
 - 6.2 Identify basic quality concepts to work activities.
 - 6.3 Follow organisation procedures for reporting and managing variations.
 - 6.4 Report problems with materials/product quality to supervisors.
 - 6.5 Explain organisation procedures for identifying and suggesting improvements to improve product quality.
 - 6.6 Work within the organisation quality system.
- 7. Plan and organise a personal daily routine
 - 7.1 Plan daily routine to take into account rosters, industrial agreements and workplace procedures.
 - 7.2 See clarification of requirements of tasks when appropriate.

- 7.3 Agree achievable time and other performance measures.
- 7.4 Complete tasks and identify and report variations to plan.

Skills and Knowledge

Required skills:

- Language, literacy and numeracy requirements
- This unit requires the ability to read and understand information contained in typical workplace documents such as standard operating procedures, OHS requirements, and maintenance logs.
- Writing is required to the level of completing workplace forms and records.
- Basic numeracy is needed to the extent required by work instructions and procedures.

Required knowledge:

- Competence includes an understanding of the products and functions of the organisation and the employee's role in completing tasks to meet customer, company and section/function objectives.

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Context	This is a general competency that is performed by all operators in all areas of operation. In large plants with multiple processes, it may apply to just one process in a plant if those processes do not interact with each other.
Procedures	All operations are performed in accordance with procedures. Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.
'Tools and equipment'	This competency includes use of: organisation goals, objectives and targets business and performance plans

access and equity principles and practice
 equal opportunity and anti-discrimination principles and practice
 OHS policies, procedures and programs
 quality and continuous improvement processes and standards
 workplace procedures
 ethical standards
 workplace agreements and awards
 unions and industry associations.

Problems 'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'.

Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A holistic approach should be taken to the assessment. Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:</p> <ul style="list-style-type: none"> understand relevant organisational policies, plans and procedures identify production processes relevant to work role identify work requirements and relevant workplace documents request advice, effectively question and follow instructions identify quality standards. <p>Consistent performance should be demonstrated. For example, look to see that:</p> <ul style="list-style-type: none"> industry sector and major issues facing the industry are recognised main internal and external customers are identified role of individual and team/section is identified in terms of meeting company objectives (including safety objectives) and customer requirements relevant workplace policies and procedures are identified and followed tasks are performed in accordance with safety requirements/the quality system/workplace procedures appropriate documentation as defined by procedures is correctly completed.

Assessment method and context

Assessment will occur on-the-job or in a simulated workplace.
Competence in this unit may be assessed: in a situation allowing the generation of evidence of the ability to recognise and resolve to problems by using a suitable simulation and/or a range of case studies/scenarios through a combination of these techniques.
In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions. It may be appropriate to assess this unit concurrently with relevant teamwork and communication units.
Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.
Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

MSAPMSUP102A Communicate in the workplace

Description

This unit of competency covers receiving, relaying and recording written and oral messages and providing relevant information in response to requests, within time lines.

Employability Skills

This unit contains employability skills.

Application Of Unit

This competency applies to operators who are required to receive, relay and record work related information as well as respond to information requests in the workplace.

The operator will:

- record received messages
- seek clarification, when necessary
- access needed information, as required
- relay the correct information to appropriate person/s.

Unit Sector

No sector assigned

Performance criteria

Element	Performance criteria
1. Receive and relay messages	1.1 Confirm understanding of the message is correct.
	1.2 Accurately record the message.
	1.3 Relay message accurately to appropriate person or section within designated timelines.
2. Interpret messages.	2.1 Clarify message if necessary.
	2.2 Take appropriate action.
3. Respond to information.	3.1 Acknowledge and understand the request for information.
	3.2 Access information from appropriate sources.

- 3.3 Relay information to appropriate person or section
- 4. Complete workplace forms.
 - 4.1 Select appropriate form.
 - 4.2 Assemble information required for form.
 - 4.3 Complete form as required.
 - 4.4 Submit form as required.

Skills and Knowledge

Required skills:

Language, literacy and numeracy requirements

- This unit requires the ability to read and understand information contained in typical workplace documents such as standard operating procedures, material safety data sheets, job cards, maintenance logs. Everyday workplace language is used, including some technical terms and mathematical language.
- Writing is required to the level of completing workplace forms and records. Types of text may include short sentences, symbols, codes, signs, sketches and may be conveyed in printed form or screen based.
- Basic numeracy is needed to the extent required by work instructions and procedures.

Required knowledge:

- Knowledge and ability to implement organisation policies and procedures on workplace communication, including:
 - types, purpose and importance of workplace documentation
 - workplace codes, including numbers, symbols, signs, colours and other codes.
- Competence also includes the ability to:
 - listen attentively
 - formulate questions to clarify work requirements or instructions
 - establish effective workplace relationship with colleagues
 - adapt communication to a range of social, cultural and ethnic backgrounds.

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential

operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Context	This competency applies to all work environments
Procedures	All operations are performed in accordance with procedures. Procedures include: all relevant workplace procedures work instructions temporary instructions relevant industry and government codes and standards telephone protocol , including industry timelines in answering calls.
Messages	Messages includes the following as appropriate to workplace requirements: written oral electronic.
Tools and equipment	This competency includes use of equipment and tools such as: two way radio computer telephone.
Problems	Respond to routine problems means 'apply known solutions to a limited range of predictable problems'. Typical problems may include: missing/lost messages required information not available required equipment not available conflict of work priorities. Appropriate action for non-routine problems may be reporting to designated person or other action specified in the procedures.

Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A holistic approach should be taken to the assessment. Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge. In all cases it may be appropriate to assess this unit
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<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>concurrently with relevant team work and communication units.</p> <p>It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:</p> <ul style="list-style-type: none"> provide and assess all required information and that the information provided both verbally and in writing is completed in a clear and concise manner that is easily understood by others and in accordance with workplace requirements. apply approved procedures. <p>Consistent performance should be demonstrated. For example, look to see that:</p> <ul style="list-style-type: none"> all information is provided in an efficient, effective, courteous and timely manner.
<p>Assessment method and context</p>	<p>Assessment will occur on-the-job or in a simulated workplace.</p> <p>Competence in this unit may be assessed:</p> <ul style="list-style-type: none"> by observation and questioning to indicate understanding in a situation allowing the generation of evidence of the ability to respond to problems by using a suitable simulation and/or a range of case studies/scenarios <p>through a combination of these techniques.</p> <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation. Assessors need to be aware of any cultural issues that may affect responses to questions.</p> <p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.</p> <p>Reasonable adjustment of assessment tasks will be undertaken as required.</p>
<p>Specific resources for assessment</p>	<p>This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.</p> <p>Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.</p>

Appendix E. NRS and ACSF mapping of mandatory units

The following NRS and ACSF mapping of the three mandatory units of competency from the Certificate I in Process Manufacturing was completed by Linda Wyse and Associates.

MSAPMSUP102A – Communicate in the workplace

Mandatory Unit	NRS/ACSF Indicators of Competence		Comments
	NRS	ACSF	
Element 1 Receive and relay messages			
1.1 Confirm understanding of the message is correct.	2.7 / 2.5 or 2.2 / 2.4	2.08 / 2.07 or 2.03/2.04/ 2.05	NRS 2.7 / 2.5 and ACSF 2.08 / 2.07 apply if message is received and confirmed understood orally. NRS 2.2 / 2.4 and ACSF 2.03/2.04/2.05
1.2 Accurately record the message.	2.4	2.05	apply if message is received and confirmed understood in writing.
1.3 Relay message accurately to appropriate person or section within designated timelines.	2.5 or 2.4	2.07 or 2.05	NRS 2.5 and ACSF 2.07 apply if message is relayed orally. NRS 2.4 and ACSF 2.05 apply if message is relayed in writing.

Element 2 Interpret messages.			
2.1 Clarify message if necessary.	2.5	2.07	NRS and ACSF indicators of competency may apply for performance criteria 2.2 depending on the action taken.
2.2 Take appropriate action.	No direct alignment	No direct alignment	

Element 3 Respond to information.			
3.1 Acknowledge and understand	2.5 / 2.7	2.07/2.08	NRS 2.5 and ACSF 2.07 apply if information is acknowledged or relayed

request for information.	or 2.2/2.4	or 2.03&2.04 /2.05	orally. NRS 2.7 and ACSF 2.08 apply if information is orally received and understood.
3.2 Access information from appropriate sources.	No direct alignment	No direct alignment	NRS 2.2 / ACSF 2.03 & 2.04 apply if information is received in writing. NRS 2.4 and ACSF 2.05 apply if information is acknowledged or relayed in writing.
3.3 Relay information to appropriate person or section.	2.5 or 2.4	2.07 or 2.05	

Element 4 Complete workplace forms.			
4.1 Select appropriate form.	No direct alignment.	No direct alignment.	NRS and ACSF level 2 reading, oral communication and/or numeracy indicators of competency may apply for performance criteria 4.2 if information is assembled by reading documents, conferring with other personnel and/or calculating figures.
4.2 Assemble information required for form.	No direct alignment.	No direct alignment.	
4.3 Complete form as required.	2.4	2.05	
4.4 Submit form as required.	No direct alignment.	No direct alignment.	

MSAPMOHS100A – Follow OHS procedures

Mandatory Unit	NRS/ACSF Indicators of Competence		Comments
Element 1 Recognise hazards.	NRS	ACSF	
1.1 Identify hazards commonly found in the workplace.	No direct alignment	No direct alignment	NRS 2.5 and ACSF 2.07 may apply for performance criteria 1.1 if identification of hazards is conducted orally.
1.2 Check work area routinely before and during work.	No direct alignment	No direct alignment	
1.3 Describe causes of identified hazards.	2.5	2.07	

Element 2 Follow procedures for hazard control.			
2.1 Follow procedures to remove or minimize hazards, within the scope of responsibilities and competencies.	No direct alignment	No direct alignment	NRS 2.2 / ACSF 2.03 & 2.04 may apply if reading of procedural manuals is carried out to complete performance criteria 2.1.
2.2 Use required personal protective and other safety equipment.	No direct alignment	No direct alignment	
2.3 Describe the potential consequences of failing to follow these procedures and instructions.	2.5	2.07	

Element 3 Follow emergency procedures.

3.1 Recognise emergency/emergency alarm.	No direct alignment	No direct alignment	NRS 2.2 / ACSF 2.03 & 2.04 may apply if reading of procedural manuals is carried out to complete performance criteria 3.2. NRS 2.7 and ACSF 2.08 apply if instructions are received orally. NRS 2.2 / ACSF 2.03 & 2.04 apply if instructions are read.
3.2 Go to muster point following procedure.	No direct alignment	No direct alignment	
3.3 Follow instructions related to the emergency.	2.7 or 2.2	2.08 or 2.03	

Element 4 Report problems.

4.1 Report to appropriate people in accordance with workplace procedures when hazards arise.	2.5 or 2.4	2.07 or 2.05	NRS 2.5 and ACSF 2.07 apply if reporting orally. NRS 2.4 and ACSF 2.05 apply if reporting in writing.
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MSAPMSUP100A – Apply workplace procedures

Mandatory Unit	NRS/ACSF Indicators of Competence		Comments
Element 1 Identify industry sector.	NRS	ACSF	
1.1 Identify the industry sector.	2.4 or 2.5	2.05 or 2.07	<p>NRS 2.4 and ACSF 2.05 apply if the performance criteria for Element 1 are presented in writing.</p> <p>NRS 2.5 and ACSF 2.07 apply if the performance criteria for Element 1 are presented orally.</p> <p>NRS 2.2 / ACSF 2.03 & 2.04 may apply if reading of workplace texts is carried out to complete performance criteria for Element 1.</p>
1.2 Recognise the major competitors in the industry and their products.	2.4 or 2.5	2.05 or 2.07	
1.3 Identify career opportunities within the industry sector.	2.4 or 2.5	2.05 or 2.07	
1.4 Explain the major external issues facing the industry.	2.4 or 2.5	2.05 or 2.07	

Element 2 Identify products and customers.			
2.1 Identify company products.	2.4 or 2.5	2.05 or 2.07	<p>NRS 2.4 and ACSF 2.05 apply if the performance criteria for Element 2 are presented in writing.</p> <p>NRS 2.5 and ACSF 2.07 apply if the performance criteria for Element 2 are presented orally.</p> <p>NRS 2.2 / ACSF 2.03 & 2.04 may apply if reading of workplace texts is carried out to complete performance criteria for Element 2.</p>
2.2 Identify needs of external customers in line with organization priorities.	2.4 or 2.5	2.05 or 2.07	
2.3 Identify needs of internal customers.	2.4 or 2.5	2.05 or 2.07	
2.4 Identify the role of quality processes in meeting product standards.	2.4 or 2.5	2.05 or 2.07	
2.5 Identify your role in meeting	2.4 or 2.5	2.05 or	

customer requirements.		2.07	
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Element 3 Recognise plant structure and processes.			
3.1 Identify key production sites/areas.	2.4 or 2.5	2.05 or 2.07	NRS 2.4 and ACSF 2.05 apply if the performance criteria for Element 3 are presented in writing.
3.2 Explain role of individual in organizational structure.	2.4 or 2.5	2.05 or 2.07	NRS 2.5 and ACSF 2.07 apply if the performance criteria for Element 3 are presented orally. NRS 2.2 / ACSF 2.03 & 2.04 may apply if reading of workplace texts is carried out to complete performance criteria for Element 3.
3.3 Describe the production process within own work area and relationship with other parts of the production process.	2.4 or 2.5	2.05 or 2.07	

Element 4 Identify workplace role and responsibilities.			
4.1 Identify company objectives.	2.4 or 2.5	2.05 or 2.07	NRS 2.4 and ACSF 2.05 apply if the performance criteria for Element 4 are presented in writing.
4.2 Identify organizational policies and guidelines in relation to job role.	2.4 or 2.5	2.05 or 2.07	NRS 2.5 and ACSF 2.07 apply if the performance criteria for Element 4 are presented orally. NRS 2.2 / ACSF 2.03 & 2.04 may apply if reading of workplace texts is carried out to complete performance criteria for Element 4.
4.3 Describe key responsibilities including OHS or won section/team and functional area.	2.4 or 2.5	2.05 or 2.07	
4.4 Identify task requirements and work role.	2.4 or 2.5	2.05 or 2.07	
4.5 Explain individual role in achieving section/team, plant and	2.4 or 2.5	2.05 or 2.07	

company objectives.			
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Element 5 Follow workplace procedures.			
5.1 Identify existing sources of work instructions relevant to job role.	2.4 or 2.5	2.05 or 2.07	NRS 2.4 and ACSF 2.05 apply if the performance criterion 5.1 is identified in writing. NRS 2.5 and ACSF 2.07 apply if the performance criterion 5.1 is identified orally.
5.2 Follow work instructions in undertaking tasks.	2.2 or 2.7	2.03/2.04 or 2.8	NRS 2.7 and ACSF 2.08 apply if instructions are received orally. NRS 2.2 / ACSF 2.03 & 2.04 apply if instructions are read.
5.3 Follow work instructions for recording purposes.	2.2 or 2.7 / 2.4	2.03/2.04 or 2.08 / 2.05	NRS 2.4 and ACSF 2.05 apply for performance criterion 5.3 if workplace documents are completed for recording purposes.
5.4 Seek advice from relevant personnel in clarifying work instructions when appropriate.	2.6	2.07	

Element 6 Recognise quality requirements.			
6.1 Identify instances of variation of quality from specifications or work instructions.	2.4 or 2.5	2.05 or 2.07	NRS 2.4 and ACSF 2.05 apply if the performance criteria 6.1, 6.2 and 6.5 are conducted in writing. NRS 2.5 and ACSF 2.07 apply if the performance criteria 6.1, 6.2 and 6.5 are conducted orally.
6.2 Identify basic quality concepts to work activities.	2.4 or 2.5	2.05 or 2.07	NRS 2.4 and ACSF 2.05 apply for performance criteria 6.3 and 6.4 if workplace documents are completed for reporting purposes.
6.3 Follow organization procedures for reporting and managing	2.4 or 2.5	2.05 or 2.07	NRS 2.5 and ACSF 2.07 apply for performance criteria 6.3 and 6.4 if reporting is conducted orally. NRS 2.2 / ACSF 2.03 & 2.04 may apply if

variations.			reading of workplace texts is carried out to complete performance criteria for Element 6.
6.4 Report problems with materials/product quality to supervisors.	2.4 or 2.5	2.05 or 2.07	
6.5 Explain organization procedure for identifying and suggesting improvements to improve product quality.	2.4 or 2.5	2.05 or 2.07	

Element 7 Plan and organize a personal daily routine.			
7.1 Plan daily routine to take into account rosters, industrial agreements and workplace procedures.	2.8	2.02	<p>NRS 2.4 and ACSF 2.05 apply if the performance criteria for Element 7 are conducted in writing.</p> <p>NRS 2.5 and ACSF 2.07 apply if the performance criteria for Element 7 are conducted orally.</p> <p>NRS 2.2 / ACSF 2.03 & 2.04 may apply if reading of workplace texts is carried out to complete performance criterion 7.1.</p>
7.2 Seek clarification of requirements of tasks when appropriate.	2.4 or 2.5	2.05 or 2.07	
7.3 Agree achievable time and other performance measures.	2.4 or 2.5	2.05 or 2.07	
7.4 Complete tasks and identify and report variations to plan.	2.4 or 2.5	2.05 or 2.07	

Appendix F. Suggested PD workshop materials

Learning from experience

Whilst still in draft form this guide was piloted via the delivery of two professional development workshops attended by LLNP teachers, administrators, managers and coordinators.

Initially we had planned on running the workshops at the premises of two LLNP providers and at least two NSW providers had expressed interest in hosting a workshop. However the findings of the initial research with 20 LLNP providers found that no LLNP providers currently delivered LLNP contextualised to the manufacturing industry and we decided that it was important that the pilot participants be given the opportunity to visit a process manufacturing worksite. Therefore we decided to offer two workshops in industry, one in Melbourne and one in Sydney, where the process manufacturing industry is concentrated. An independent training consultant with LLN and process manufacturing experience was contracted to deliver both workshops.

The following information includes a sample workshop invitation, session plans and participant feedback sheet developed through the pilot process.

Sample workshop invitation

Contextualising LLNP delivery for the process manufacturing industry

[Organisation name] is pleased to invite you to a professional development workshop for LLNP staff.

The focus of the workshop is contextualisation of LLNP delivery specific to the process manufacturing industry.

The workshop will cover:

- The link between contextualisation as encouraged in the LLNP Guidelines and national VET policy and the AQTF
- The skills and knowledge LLNP staff need for effective contextualisation
- An overview of the process manufacturing industry
- An industry site tour
- Advice on selecting Training Package competencies based on identified industry needs

- Practical strategies for engaging local businesses and maintaining current industry knowledge and links with industry

The workshop will also provide participants with the opportunity to network with other professionals whilst sharing and building their industry contextualisation skills and knowledge.

Please note that your record of attendance at this workshop will contribute to your evidence of staff professional development (AQTF standard 1.4) and consultation with industry stakeholders (1.2).

We hope that you will accept our invitation to this innovative workshop.

Session 1 – Introducing contextualisation

Description

This session focuses participants on the definition of “contextualisation” as per the LLNP Guidelines in the context of national VET policy. Participants then reflect on the skills and resources needed for contextualisation.

Duration

Two hours

Resources required

- Approaches to contextualising LLNP training to process manufacturing businesses and the process manufacturing industry

Session plan

Item	Time	Activity	Page
1. Welcome and introductions	10 min	Facilitator introduces self, welcomes group and introduces session. Participant self introduction briefly stating what they want to achieve during the session.	
2. Contextualisation defined	20 min	Ask participants what they think is meant by the term “contextualisation” in LLNP. Discussion of differences between the LLNP definition and participants’ responses.	8
3. Importance of contextualisation	30 min	Reading and discussion of where and how contextualisation is encouraged in the LLNP Guidelines. Ask participants why they think LLNP encourages contextualisation.	62

		Reading and discussion of Shaping our Future and AQTF. Discussion of link between LLNP contextualisation and national VET policy.	28
4. Comparison of uncontextualised and contextualised	25 min	Divide into small groups and ask participants to identify the differences between LLNP uncontextualised and LLNP contextualised with respect to teacher skills and knowledge and training and assessment resource development. Ask groups to report responses. Compare with potential responses. Ask participants why they think it is important to distinguish between the two.	9
5. Teacher readiness	25 min	Ask participants to reflect on their own skills and knowledge and complete the self evaluation tool. Ask participants to report on what they have identified.	60
6. Session 1 summary	10 min	Summarise key points	

Session 2 – Engaging industry for contextualisation

Description

This session focuses on the benefits of developing direct relationships with local businesses for the purposes of contextualisation of LLNP.

Duration

Two and a half hours

Resources required

- Approaches to contextualising LLNP training to process manufacturing businesses and the process manufacturing industry
- Access to a process manufacturing work site

Session plan

Item	Time	Activity	Page
1. Introduction	10 min	Facilitator introduces session.	
2. Familiarity with industry and VET	20 min	Discussion of how industry knowledge (structure, trends, occupations and skill levels and recruitment practices) supports contextualised LLNP.	13
		Discussion of how familiarity with MSA07, the Certificate I employability skills and the core	27

		competencies (mapped to the NRS/ACSF) supports contextualised LLNP.	
4. Engaging local business	30 min	Brainstorm the benefits of a relationship with local businesses to an LLNP provider. Divide into small groups. Ask participants to prepare a list of contacts from their combined existing network with potential links to the process manufacturing industry. Ask participants to report on what they have identified. Brainstorm the information to gather from the people identified in their lists.	35 36
5. The site visit	60 min	Discuss workplace examples and samples to look out for on a site visit. Discuss participants' expectations and preconceptions prior to the site visit. Conduct tour of the process manufacturing facility.	42, 45 40
6. Reflection	20 min	Ask participants to reflect on what they have learnt from the site visit. Ask participants to reflect on what value developing relationships with local businesses could add LLNP delivery. Ask participants to prepare a Professional Development Plan.	Error ! Book mark not defined.
7. Session 2 summary	10 min	Summarise key points	

Participant feedback sheet

1. Overall, was the workshop a worthwhile?

Waste of time Somewhat worthwhile Very worthwhile

How and why?

2. What did you find most helpful and why?

3. What did you find least helpful and why?

4. How useful is access to real examples from industry to your LLNP delivery?

5. Would you recommend this PD workshop to your colleagues? Why/Why not?

6. Can you suggest any improvements relevant to any aspect of the workshop?

7. What is your role within LLNP (eg manager, coordinator, teacher)

8. What were your reasons for attending this workshop?

9. Has the workshop altered the way you think about contextualisation, the process manufacturing industry and LLNP? How and why?

10. Do you think what you learnt in the workshop will impact what you do in LLNP?

|
Not at all

|

|
Somewhat impact

|

|
Significantly impact

How and why?

11. Do you have any additional comments?

Thank you for taking time to provide us with feedback.

Appendix G. Sample training and assessment strategy

Name of RTO		
Code and title of qualification		
Units of competency		
Target audience	The target audience for these units is.....(include any special requirements and reasonable adjustment for the target group)	
Consultation contributing to development of learning and assessment strategy	The delivery and assessment strategies developed for this program have been designed in consultation with.....	
Delivery and assessment arrangements	<p>The delivery methods that will be used are....(eg on the job, action learning, classroom)</p> <p>The learning and assessment resources that will be used are.....</p> <p>The duration of the program is(actual not nominal)</p> <p>The schedule of the sessions is.....</p> <p>The location of the sessions is.....</p> <p>The assessment arrangements are.....</p>	
Evidence gathering	Unit	Evidence gathering
	Evidence gathering key: A = Direct observation, B = Questioning, C = Portfolio, D = Review of products, E = Third party feedback	
Delivery and assessment staff	The program will be delivered and assessed by.....(include supervisory arrangements for unqualified staff)	
Assessment validation process	The processes used to validate assessment in the program include.....	
Infrastructure requirements	The facilities and equipment required for training delivery and evidence gathering are.....	
Pathways	Participants are provided with advice about how these units contribute to.....	