



**Australian Government**

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**Department of Education, Employment  
and Workplace Relations**

# **Report on the Mapping of Competencies for WELL Practitioners and WELL Projects**

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# Report on the Mapping of WELL Practitioners' Competencies

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# Contents

Executive Summary .....	4
Introduction .....	6
The Project .....	7
The project purpose.....	7
Terminology.....	7
Methodology.....	8
The WELL Program .....	11
The WELL practitioner .....	12
WELL practitioner profile .....	12
The roles of the WELL practitioner .....	13
The specified qualifications and experience .....	14
Qualifications held .....	14
What training providers look for .....	15
What the State consultations told us.....	15
Skills and knowledge areas .....	17
Qualifications available .....	21
The mapping.....	27
The acquisition of WELL practitioner competencies.....	30
Application of the mapping to the WELL practitioner.....	32
Application of the mapping to WELL Program projects .....	39
Conclusions .....	49
Recommendations .....	53
Appendix 1 .....	53
Appendix 2.....	56

## Executive Summary

In the face of an aging WELL practitioner workforce and reported difficulties from training providers in recruiting new WELL practitioners, it is timely that this review of WELL practitioner competency requirements was conducted.

Pathways need to be developed to enable industry trainers/specialists, young people and others who wish to pursue a career as WELL practitioners to enter WELL Program delivery.

The WELL Program Guidelines state that WELL practitioners must possess:

- Certificate IV in Assessment and Workplace Training
- Appropriate qualifications to deliver language, literacy and numeracy training

WELL practitioners must also meet the qualifications and experience requirements of the Australian Quality Training Framework (AQTF).

This report builds on the NCVET report, the Professional Development requirements of WELL practitioners by Tina Berghella, John Molenaar and Linda Wyse, 2006, by exploring the skills and knowledge required by WELL practitioners and identifying qualifications and units that can be accessed to meet those requirements.

This project has identified that, although it would be very convenient to recommend a specific qualification that represents the skills and knowledge acquisition needs of the WELL practitioner, the current qualification offerings do not provide the total package when compared with the range of general and specific skills and knowledge that a WELL practitioner requires.

These requirements have been identified as the following skills groups:

- Language and literacy practice
- Numeracy practice
- The contemporary workplace
- Working within Vocational Education and Training (VET) system
- Program management
- Training delivery and assessment

There are many qualifications available at a range of Australian Qualification Framework (AQF) levels that assist practitioners to develop skills to deliver language, literacy and numeracy (LLN) training, however few provide skills and knowledge development opportunities to deliver to adults in the workplace context. In fact, the majority of WELL practitioners come to WELL Program delivery through a school teaching pathway and a higher education qualification related to adult, youth or child teaching of LLN, and there

is an unchallenged assumption that the qualifications held by adult literacy teachers and school teachers are appropriate as qualifications for WELL practitioners. This report challenges this assumption and identifies a number of units within Training Package qualifications that develop LLN delivery skills in the workplace context at an appropriate level for an individual to competently deliver the WELL Program.

This report makes the following recommendations:

- That the identified skills groups be used as building blocks for the development of an endorsed WELL practitioner Skill Set and/or qualification
- That WELL Applications be accompanied by an “Evaluation tool – WELL Program project” similar to the one developed as part of this report
- That WELL Applications be accompanied by a detailed alignment of the proposed WELL practitioners’ skills and knowledge to the company’s identified training needs, similar to the Evaluation tool developed as part of this report
- That all WELL practitioners develop skills in the delivery of numeracy in the workplace to at least AQF3 and ACSF4 level and that this development be included as a core unit in a WELL practitioner development program
- That further research is required to clearly identify and map the numeracy requirements of occupations/Training Package competencies that typically fall within the WELL target group to the ACSF and that this would then inform the development of an appropriate numeracy skill requirement for practitioners
- That research be conducted into the numeracy skills requirements of the WELL Program learner target groups in the workplace, and that appropriate units of competency for numeracy delivery skills be identified, or developed if not available, at a level commensurate with the requirements to deliver numeracy skills in the workplace, and not exceed this

# Introduction

In 2006 the National Centre for Vocational Education Research (NCVER) commissioned Tina Berghella, John Molenaar and Linda Wyse to prepare a report called The Professional Development requirement of WELL Practitioners.

This 2006 NCVER report represents the first and only significant body of work that has looked at the practitioners who deliver the WELL Program. The 2006 NCVER report is the basis on which this report has been developed and is referred to throughout this document as the “2006 NCVER report”.

The 2006 NCVER report identified a significant diversity of practitioners who deliver the WELL Program and focused on the professional development needs of the practitioners who deliver it. Though the research explored the qualifications held by WELL practitioners, the skills and knowledge achieved by these qualifications has not been aligned with the actual skills and knowledge required by WELL practitioners to effectively deliver the WELL Program across the diversity of industry, enterprise and learner needs.

The WELL Program Guidelines state that the requirement for WELL practitioners are the Certificate IV in Assessment and Workplace Training and ‘appropriate qualifications to deliver language, literacy and numeracy training’ (Department of Education, Employment and Workplace Relations, 2008). The WELL Application assessment process includes a determination of whether the WELL practitioners specified by the funding applicant have the ‘appropriate qualifications to deliver language, literacy and numeracy training’ based on DEEWR State and Territory Office and State Advisory Committee (SAC) member interpretations of which qualifications are appropriate.

There is great diversity of WELL practitioner qualifications identified as appropriate or inappropriate in each state and territory. The evidence shows that the requirement is inconsistently interpreted and suggests that it is not clearly understood by the stakeholders including SAC members, DEEWR WELL Program staff, training providers, enterprises submitting WELL Applications and the individuals who are delivering or who could deliver the WELL Program.

DEEWR commissioned this mapping project to clearly identify the knowledge and skills required by WELL practitioners and to align these with existing qualifications, courses, programs and professional development and experience to:

- Assist prospective, new and existing WELL practitioners to develop the required knowledge and skills
- Assist RTOs and enterprises to recruit, develop and allocate their trainers
- Assist SAC members assess WELL Applications
- Assist DEEWR WELL Program staff assess WELL Applications

# The Project

## The Project Purpose

The purpose of this project is to:

- Identify the range of pathways, existing and emerging, into WELL Program training provision
- Identify the strengths and weaknesses in the skills, knowledge and experience that the entrants from these different pathways bring
- Identify how weaknesses can be addressed.

## Terminology

In preparing this report it became apparent that the careful and consistent selection of terminology was critical to the clarity of the report. For this reason the following terminology was selected and used:

### ***Competency***

Originally this report was intended to provide a mapping of “skills”. However during the research those consulted about the “skills” required of WELL practitioners and WELL managers provided lists of skills, knowledge, attributes and attitudes. For the purpose of this project, this diversity of skills, knowledge, attributes and attitudes are described as the ‘competency requirements of WELL practitioners.’ The terminology aligns with Training Package terminology and is able to encompass the range of needs as identified by WELL practitioners.

### ***Skills groupings versus Skill Sets***

Originally this report was intended to recommend potential “skill sets”. Since then a very different definition of a “Skill Set” has been introduced to Training Package policy as an endorsed component. Therefore, instead of “skill sets” this report recommends competency groupings.

### ***Practitioner versus teacher or trainer***

The term ‘WELL practitioner’ has been developed to apply to the person who delivers the WELL Program. This term has been adopted to overcome the complexities related to defining the role of a teacher or trainer, and how these are perceived in different delivery settings and award classifications.

## **Methodology**

The 2006 NCVER report was the foundation for this project and provided the context for gathering data.

Stakeholder consultation was the main method of data gathering used. This data was gathered in workshops, forums and conferences that explored the competency requirements of WELL practitioners and identified the associated qualifications, professional development and experiences needed to achieve these competencies. WELL practitioners, WELL managers and DEEWR WELL Coordinators across Australia were consulted in the process.

The feedback was used to conduct a mapping of the identified WELL practitioner competencies against the identified related qualifications, courses and units of competency and to develop potential groupings of competencies to provide an entry pathway into the WELL Program.

### ***National and International Research***

The 2006 NCVER report provides a comprehensive list of the national and international research available at that time and relevant to the qualifications, skills and experience of the WELL practitioner.

A further national and international literature review of research conducted from 2006 onwards was undertaken to identify any newly published research for this report.

The only additional research found to be relevant to WELL practitioners published in or since 2006 were:

1. Berghella, T, Molenaar, J, and Wyse, L, 2006, The Professional Development requirements of WELL practitioners, NCVER

This study is the 2006 NCVER report and, as the most relevant research relating to the qualifications, skills and experience of the WELL practitioner, it was used extensively to inform this project.

2. Mackay, S, Burgoyne, U, Warwick, D, Cipollone J, 2006, Current and future professional development needs of the language, literacy and numeracy workforce, NCVER

This study explores the current and future professional development needs of vocational trainers, specialist teachers and volunteer tutors in the Australian adult English LLN workforce. The research was conducted in parallel with the 2006 NCVER report and looks at a different cohort of the LLN workforce as a whole. The research found that that each sector in which the practitioner operates has discrete professional needs and priorities.



Also found and not referenced in the 2006 NCVET report was a 2001 report by Meryl Thompson and Wing-Yin Chan Lee titled Training for Adult Literacy Teaching Project - Final Report (Adult Literacy Section, Department of Education, Training and Youth Affairs). The Training for Adult Literacy Teaching Project grew out of concerns about the future of professional development for adult literacy and numeracy practitioners working in the National Training Framework environment. It focuses on a suite of Adult Literacy and Basic Education (ALBE) training courses developed under the auspices of the TAFE National Staff Development Committee (TNSDC) between 1993 and 1995, particularly the Adult Literacy Teaching (ALT) and Adult Numeracy Teaching (ANT). The report identifies the need to develop additional generic units of competency to assist training providers meet the AQTF requirements relating to access and equity, learner needs and diversity and, in particular, generic units to address LLN needs of diverse student groups and the needs of literacy/numeracy trainers.

### ***WELL Practitioner Workshops (Melbourne and Adelaide)***

Prior to the commencement of the project, WELL practitioner workshops were conducted in Melbourne and Adelaide.

The DEEWR WELL Team conducted a workshop for WELL practitioners in December 2007 in order to:

- Provide updated information about the WELL Program
- Workshop strategies for the effective marketing of WELL Programs
- Workshop the development of successful WELL Applications
- Identify the competency needs and qualifications requirements of WELL practitioners

At the workshops, attended by WELL practitioners and WELL managers, the participants reviewed the roles, qualifications and competency requirements presented in the 2006 NCVET report. The information was confirmed and the practitioners provided comment on existing qualifications and their effectiveness in preparing the WELL practitioner for their role. The workshops concluded that a significant range of development opportunities were required to adequately equip the WELL practitioner in addition to qualifications which, while largely focussing on the development of language, literacy and/or numeracy skills of young people or adults, place little or no emphasis on workplace delivery and the workplace context.

A WELL practitioner network, facilitated by Manufacturing Learning Victoria and the Manufacturing and Engineering Skills Advisory Board (MESAB), has met on three occasions each year for the past ten years. Over the past three years the network has workshopped the area of WELL practitioner qualifications and competency on numerous occasions. The information collected from these workshops was made available for this project.

### **State Forums 2008**

As part of this project a consultation plan was implemented to provide a professional development opportunity for WELL practitioners in each state. This included a workshop on the competency requirements of WELL practitioners where participants reviewed the conclusions of the 2006 NCVET report and focused on the competencies required by WELL practitioners. This provided a valuable body of information to confirm previous information collected whilst providing additional information for the mapping.

State Forums in 2008 were conducted as follows:

- Melbourne (25 participants)
- Sydney (48 participants)
- Brisbane (15 participants)
- Adelaide (35 participants)
- Western Australia (15 Participants in Perth and video links with 2 participants in Albany, 2 participants in Halls Creek and 3 participants in Broome)

## The WELL Program

The WELL Program is a DEEWR funded initiative introduced as a result of the 1991 Australian Language and Literacy Policy. The need for the WELL Program was an acknowledgement of the impact of the globalised economy on workers, the need for continual up-skilling to maintain competitive advantage and the pivotal role of LLN skills. The budget allocation reflected the uptake of the training opportunities offered by the WELL Program and increased from \$2.3m in 1992 to \$11.7m in 1998. In the financial year 2008/2009 it was \$13.8m.

The main aim of the WELL Program is to support the provision of LLN training integrated with vocational training to enable workers to retain their employment and progress in the workplace. After seventeen years the WELL Program continues to deliver much needed support in the workplace in an environment of increasing workplace compliance and complexity, new technologies and literacies and identified skills gaps and skills shortages.

The WELL Program specifically funds the development of workplace literacy. The WELL Program's literacy definition is based on the economic imperatives of improving the capacity of working human capital rather than the social imperatives of welfare and equity. However, despite this prime economic driver the WELL Program's literacy definition also reflects a social approach within the workplace context.

In 2004-2005 the WELL Guidelines stated:

*'literacy has been defined in many different ways. Some definitions focus on the skills needed by individuals for work, education, social interaction and negotiation of everyday living. Others have a more social focus, such as the notion of an empowered community. Literacy provision must be available to all so that adults can fully participate in the labour force; use literacy skills at work; participate in adult education and training and use literacy at home and in the community. Literacy is not only about skills acquisition but the application of these skills in multiple environments for multiple purposes. Language literacy and numeracy are crucial underpinnings to learning to learn and generic skills and essential skills for the Australian population.'*

*(Department of Education, Science and Training 2004).*

## The WELL practitioner

The role of the WELL practitioner is one that requires the application of LLN specialist knowledge along with vocational training and assessment expertise within a workplace context, a combination of skills and knowledge requirements which is unique to the delivery of the WELL Program.

The WELL practitioner workforce is aging and it is increasingly difficult for providers to find WELL practitioners to resource their WELL projects. Traditionally WELL practitioners have come from an educational background and possess qualifications relevant to their original employment in the primary or secondary education system. After some years they then gained further qualifications related to language and literacy delivery such as a post graduate qualification in Teaching English to Speakers of Other Languages (TESOL).

It is important that we consider alternative pathways for entry into WELL Program delivery to ensure that it can be adequately resourced. Potential new entrants into WELL Program delivery for whom there is no current clear pathway include young people and experienced vocational trainers holding a diversity of qualifications and industry backgrounds. This report gives consideration to the skills and knowledge required by WELL practitioners and how potential, inexperienced and existing WELL practitioners can obtain these competencies.

### WELL Practitioner Profile

The 2006 NCVET report identified significant diversity in the profile of WELL practitioners who responded to the survey.

In particular:

- Half of the WELL practitioners surveyed work full-time, while the remaining are employed on a part-time, contract or sessional basis
- A large proportion hold the Certificate IV in Training and Assessment (or equivalent) and/or an under graduate degree qualification in teaching
- Other qualifications reported included non-teaching under graduate degree qualifications, post graduate TESOL or adult literacy qualifications, or other TESOL and adult literacy qualifications
- The majority of WELL practitioners have previous experience in adult education and secondary teaching, and a smaller number have experience in primary teaching, industry employment and TAFE teaching

- Most WELL practitioners entered WELL Programs through their own personal interest by applying for a position or were approached by WELL Program managers in training organisations
- In addition to competencies to deliver LLN programs WELL practitioners require a significant range of competencies, attributes and sensitivities to enable them to work independently and flexibly in the workplace and be responsive to stakeholders
- On average, WELL practitioners have been delivering vocational education programs for about 10 years, the WELL Program about 5 years and have worked on 5 to 20 programs
- Industry areas covered included manufacturing, food processing, forestry, local government, textiles and clothing, retail, engineering, aged care, hospitality, business services, emergency services, construction and health care
- The initial induction was the main form of professional development accessed by up to half of the practitioners surveyed
- A small number of WELL practitioners had received no induction to WELL Program delivery and no mentoring

## **The Roles of the WELL Practitioner**

Practitioners perform a diverse range of roles including consultation and management roles. The competencies to effectively carry out these roles have often been acquired through work experience rather than through a qualification pathway.

The 2006 NCVET report identified the many roles of the WELL practitioner as follows:

- Workplace trainer across a number of industry Training Packages
- Consultant, including liaison and negotiation
- Developer of customised training
- WELL Report writer
- WELL Application writer
- Developer of resources for assessment
- Interpreter of standards
- Team teacher
- Project manager
- Professional teaching advisor to other trainers
- Professional development facilitator

- Assessor advisor
- Assessment validator
- Industry specialist and resource
- Entrepreneur with political skills

The diversity of roles has implications for recommending qualifications relevant to equipping a WELL practitioner to effectively carry out their role, and the effectiveness of current qualifications and courses accessed by WELL practitioners need to be evaluated to determine the effectiveness in preparing WELL practitioners for the complexities of their role.

## **The Specified Qualifications and Experience**

The WELL Program clearly sits within the VET context focused on the development of adult English LLN skills within a vocational context. While a key outcome is the attainment of LLN skills, the understanding and ability to deliver vocational training that addresses industry, enterprise and learner needs underpins the success of the WELL Program.

The WELL Program Guidelines state that WELL practitioners must possess:

- Certificate IV in Assessment and Workplace Training
- Appropriate qualifications to deliver language, literacy and numeracy training

WELL practitioners must also meet the qualifications and experience requirements of the AQTF:

- The necessary training and assessment competencies as determined by the National Quality Council or its successors
- The relevant vocational competencies at least to the level being delivered or assessed
- Continuing to develop their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services

## **Qualifications Held**

The 2006 NCVET report identified that, of the cohort of WELL practitioners surveyed, most reported they have a Certificate IV in Assessment and Workplace Training (or equivalent), an undergraduate qualification and a post graduate qualification. 79% had an undergraduate teaching qualification. 15% of this group reported that they had English as a Second Language (ESL) as a teaching method and 45% had post graduate ESL or an adult literacy qualification.

## What Training Providers Look For

WELL managers surveyed said they required a teaching qualification with TESOL or Adult Literacy and the Certificate IV in Assessment and Workplace Training. Industry specific qualifications were not raised by any manager as requirements despite the need to meet the AQTF standards. This feedback from the WELL managers can be considered as the “usual” pathway into employment in VET and the WELL program and may reflect the manager’s own experiences rather than an assessment of the competencies actually required. Unfortunately this approach limits new entrants from a diversity of qualifications and industry backgrounds from joining the WELL workforce.

Criteria that WELL managers also looked for included:

- A minimum of one year teaching
- Experience teaching adults
- Industry experience with a LLN focus
- Knowledge of the National Reporting System (NRS), now replaced by the Australian Core Skills Framework (ACSF)
- Other experience related to the program to be delivered
- Ability to work collaboratively with content specialists
- Strategies and methods of working more flexibly in the workplace
- Using alternative modes of delivery such as information and communication technologies
- Flexible resource design skills
- Sophisticated web based search skills
- Ability to customise resources

## What the State Consultations told us

State consultations, in reviewing the skill needs of WELL practitioners, were able to group required competencies into the following:

- Language and literacy expertise
- Numeracy expertise
- Teaching practice
- Practical experience
- Assessment
- Learning resources

- Teaching/training management
- Administration
- Managing a training program
- Workplace negotiations and expertise
- Team Building and leadership
- Negotiation Skills
- Problem solving
- Conflict resolution
- Quality – setting standards for quality of training
- Customer service
- Trainer Competencies:
  - Adult Learning principles
  - Workplace delivery
  - Training packages
  - Competency Based Training
  - Validation
- Managing a WELL program:
  - Identifying client needs
  - ACSF
  - Preparing an application
- Australian Apprenticeship System – understanding of the system
- VET
- Planning and research
- Report writing
- Time Management



## Skills and Knowledge Areas

The 2006 NCVER report concluded that, at the very least, the WELL practitioner must be able to:

- Understand that learning is contextual with each workplace having its own specific cultural and social environment which will shape LLN requirements
- Determine and provide any LLN support required by individuals participating in the WELL training
- Integrate the LLN requirements of the workplace, of the learners and of the Training Package units of competency
- Address LLN in the design of learning and assessment tools

In addition the 2006 NCVER report identified four broad skills and knowledge areas that WELL practitioners need:

- Workplace environment
- The VET system
- Project management
- LLN practice

The following tables and information provide more detail for each area:

### 1. Workplace Environment

<b>Area</b>	<b>Focus</b>	<b>Competencies Required</b>
Workplace environment	<ul style="list-style-type: none"> <li>- Workplace issues – industry and enterprise specific</li> <li>- Government policies – federal and state</li> <li>- VET system</li> <li>- New technologies in the workplace such as computer technology, production monitoring and reporting systems</li> </ul>	<ul style="list-style-type: none"> <li>- Workplace negotiations and expertise</li> <li>- Team building</li> <li>- Providing leadership</li> <li>- Applying Negotiation skills</li> <li>- Problem solving</li> <li>- Conflict resolution</li> <li>- Quality assurance and applying the AQTF</li> <li>- Providing Customer services</li> </ul>

The WELL practitioner is a VET trainer working within a VET sector that is constantly changing. They need to keep up to date with the drivers affecting the economy and federal and state government responses which have implications for specific industries as well as possible policy implications for the VET sector. This includes understanding the changes to the VET system both in terms of the implications for workplace delivery and on employment conditions for practitioners.

Many industry clients are utilising new forms of technology that employees are required to use routinely. For example, in the manufacturing industry this might mean using production control systems while in the transport and community services industries this might mean using palm pilots. Within an industry it is likely that there will be similar forms of technology to address the needs of that industry. WELL practitioners need to have opportunities to become familiar with these in order to understand the implications on LLN requirements and practices and to train learners in how to use the technology in the workplace.

## 2. The VET System

<b>Area</b>	<b>Focus</b>	<b>Competencies Required</b>
VET system	<ul style="list-style-type: none"> <li>- Government policies – federal and state</li> <li>- Training Packages</li> <li>- Accredited training</li> </ul>	<ul style="list-style-type: none"> <li>- Accessing and interpreting position papers and policies</li> <li>- Unpacking and working with training packages relevant to the industry sectors</li> <li>- Understanding of competency based training and adult and workplace learning methodologies</li> </ul>

The VET system ties together the arrangements for the consistent delivery and outcomes of industry skills and knowledge and the provision of nationally recognised qualifications. A good understanding of the VET system including government policy, the AQTF, AQF and Training Packages is required for effective facilitation of government resources to achieve national standards and the implementation of State and Federal Government education objectives.

### 3. Program Management

<b>Area</b>	<b>Focus</b>	<b>Competencies Required</b>
Program management	<ul style="list-style-type: none"> <li>- Project/client management</li> <li>- Writing WELL Reports</li> <li>- Writing WELL Applications</li> <li>- Budgeting</li> <li>- Curriculum/resource development</li> <li>- Using new technologies as aids to program development</li> </ul>	<ul style="list-style-type: none"> <li>- Training program administration</li> <li>- Managing a training program</li> <li>- Business development</li> <li>- Workplace negotiations and expertise</li> <li>- Identifying client needs</li> <li>- Using the ACSF</li> <li>- WELL Program Application preparation</li> <li>- Australian Apprenticeships</li> <li>- Planning and research</li> <li>- Report writing</li> <li>- Time management</li> <li>- Preparing budgets and financial reports</li> <li>- Developing learning resources and assessment tools</li> <li>- Using learning and systems technologies</li> </ul>

Program management encapsulates a range of tasks that WELL practitioners and/or managers need to be able to undertake.

The skills and knowledge required to effectively manage client expectations and demands within the parameters of WELL projects were identified as critical by both practitioners and managers. There is also increasing pressure on practitioners to take on responsibility for more administrative functions such as writing WELL applications and reports. Using technologies as tools to source information and as aids for delivery is becoming an increasingly important skill for practitioners.

#### 4. Language, Literacy and Numeracy Practice

<b>Area</b>	<b>Focus</b>	<b>Competencies Required</b>
LLN practice	<ul style="list-style-type: none"> <li>- Competence in the three areas of language, literacy and numeracy</li> <li>- New literacies such as multimedia and the impact on pedagogy</li> <li>- Unpacking LLN in training packages</li> <li>- Identifying LLN in workplace tasks and practice</li> <li>- Developing learning and assessment strategies, tools and programs</li> <li>- Using new and emerging technologies as teaching tools</li> <li>- Working with content specialists</li> <li>- Supporting content specialists in their understanding of LLN in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>- Training/teaching/facilitation competencies</li> <li>- Development of learning resources</li> <li>- Teaching/training management</li> <li>- Administration</li> <li>- Practical Experience</li> <li>- Teaching practice</li> <li>- Assessment</li> <li>- Managing the training program</li> <li>- Adult learning principles</li> <li>- Training in the workplace</li> <li>- Vocational training</li> <li>- Workplace delivery</li> <li>- Training packages</li> <li>- Competency based training</li> <li>- Validation</li> <li>- AQTF</li> <li>- Application preparation</li> <li>- Australian Apprentices</li> <li>- Report writing</li> <li>- Time management</li> </ul>

At the interface between the WELL practitioner, the learner and workplace personnel the quality of the training program is dependent on the practitioner's knowledge of how LLN

can be addressed within the context of the business need, the vocational training need and the needs of individuals within the WELL target group. Keeping up to date with current practice is essential and as new and emerging literacies appear, pedagogical practice needs to be adjusted to accommodate these.

## Qualifications Available

The qualifications generally regarded by DEEWR and SAC members as 'appropriate qualifications to deliver language, literacy and numeracy training' is based mainly on the language and literacy skills component of the WELL Program, without a consideration of the skills and knowledge required for delivering training to adults in the workplace, numeracy or the vocational content as prescribed by the AQTF. However the experience of WELL practitioners in delivering the WELL program, both in terms of years of delivery, number of programs delivered and breadth of industries in which programs are delivered, is of consideration.

A search of the qualifications available in Australia reveals that there are over 50 options to gain what may be considered as 'appropriate qualifications to deliver language, literacy and numeracy'. These are delivered by over 50 providers (VET and higher education) and range from a Certificate III through to a Masters. The skills and knowledge gained through these qualifications has not been aligned with the actual skills and knowledge required by WELL practitioners to effectively deliver the WELL Program across the diversity of industry, enterprise and learner needs.

The 2006 NCVER report identified the following qualifications as those held at the time, by the number of respondents to questionnaires as indicated by the figures in brackets:

- Certificate III qualification (1)
- Certificate IV qualification (1)
- Advanced Diploma (1)
- Graduate Certificates (14)
- Graduate Diploma (11)
- Postgraduate Certificate (10)
- Masters (15)

(See Appendix 1 for a complete listing)

### **Graduate Certificates**

The identified Graduate Certificates mainly address the following competencies:

Teaching qualifications:

- Individualised program planning
- Professional learning and literacy
- Literacy and students with special educational needs
- Teaching mathematics successfully
- Language and numeracy qualifications:
- Linguistics for language teaching
- Professional practice in TESOL
- Pedagogy in the globalised language classroom
- Innovation in language curriculum
- Discourse analysis for language teaching
- Learning global English in diverse social contexts
- Learning an additional language
- Intercultural communication
- Internationalising the curriculum
- Language testing and assessment

### **Graduate Diplomas**

The identified Graduate Diplomas mainly address the following competencies:

- Foundations of language
- TESOL methodology
- Techniques in TESOL
- Foundations of language
- Literacy methodology
- Advanced literacy methodology
- Professional practice: TESOL
- Professional practice: literacy

### ***Post Graduate Certificates***

The identified Post Graduate certificate qualifications mainly address the following competencies:

- Language and language acquisition
- Language teaching 1
- Linguistics for language teaching
- Learning global English in diverse social contexts
- Teaching and learning literacy
- Learning collaboratively in the workplace
- TESOL profession prac: supervised teaching
- Language Teaching Practice
- Professional practice in TESOL
- TESOL methodology and curriculum design.
- Language teaching.
- Discourse analysis for language teaching
- Innovation in language curriculum

### ***Post Graduate Diplomas***

The identified Post Graduate Diplomas qualifications mainly address the following competencies:

- Phonetics and phonology
- Grammar, meaning and discourse
- Teaching for literacy and multiliteracies
- Mathematics curriculum, pedagogy, and assessment (secondary focus – Qld)
- Basic mathematics
- Curriculum innovation in language teaching
- New literacy studies
- Curriculum design and practice
- TESOL profession prac: supervised teaching
- Language testing and evaluation

- Concept in managing language programs
- Innovation and change in language education
- TESOL in context
- Organisational communication
- Professional development, mentoring and supervision
- Research project – based on a work-based project or study into a language teaching speciality.

### **Masters**

The identified Masters qualifications mainly address the following competencies:

- Introduction to research design and methods
- Classroom second language acquisition: Theory, research and practice
- Second language acquisition
- The lexicon and second language learning
- Investigating second language acquisition
- Functional grammar
- Critical perspectives on TESOL in educational contexts
- TESOL internship
- Theory and practice of TESOL
- Professional practice for teachers of English as a foreign language
- Language testing and assessment
- Language testing
- Curriculum design and evaluation in languages education
- Assessing training in the workplace
- Language program evaluation
- Leading and managing learning organisations
- Language society and cultural difference
- Principles of computer-assisted language learning
- Language curriculum design
- Training for diverse learners and contexts



- TESOL curriculum development
- TESOL methodology
- Social justice and difference
- Research methods

### ***New Qualifications***

Over the past three years two new qualifications have been developed specifically to provide a career pathway for specialist educators and VET practitioners in literacy and numeracy.

The first was developed by the South Australian Department of Further Education, Employment, Science and Technology. This qualification aims to enable teachers/practitioners to develop and enhance their skills to deliver adult English LLN skills in the VET context. Units focus on skills to develop courses and strategies and delivery of these in the vocational environment, support by units selected from the Certificate IV in Workplace training assessment. Although this qualification provides valuable units for the development of language/literacy skills, the focus on delivering numeracy skills to adults in the workplace is very limited. The requirement for the competent completion of a core language and a core numeracy unit has made it difficult for practitioners to achieve the qualifications as many practitioners specialise in either language/literacy or numeracy and find it difficult to achieve both core units.

The second qualification was developed by Swinburne University in Victoria. The Graduate Certificate of Social Science (Literacy and Numeracy Teaching in Vocational Education and Training) is designed to broaden practitioners' knowledge and skills in order to more effectively provide language/literacy and numeracy teaching and training in a range of VET contexts. The units focus on language and literacy skills development in the VET environment although a unit specific to numeracy training has been included. Again the requirement for the competent completion of a core language and a core numeracy unit has made it difficult for practitioners to achieve the qualification as most practitioners specialise in language/literacy and find it difficult to the achieve both core units.

### ***Generic Qualifications***

In addition to specific qualifications and courses that relate to the development of LLN skills other more generic qualifications were also identified, providing content that assist the WELL practitioner to develop relevant competencies.

These include:

- Certificate IV in Training and Assessment

- Diploma of Training and Assessment
- Certificate IV in Frontline management
- Diploma of Frontline management
- Certificate IV and Diploma in Business
- Certificate IV and Diploma in Business Management

# The Mapping

The competencies required by WELL practitioners were determined through an analysis of the roles of the WELL practitioner and the skills and knowledge required to effectively carry out those roles.

They were initially identified through the 2006 NCVER report and then further refined through numerous activities at the Victorian WELL Practitioner Network workshops during 2007 and 2008 in preparation for the competency mapping project, and through consultations with WELL Practitioners across Australia.

## **Scope**

Through the research and subsequent input from WELL practitioners it became clear that there is a diversity of requirements identified by WELL practitioners that include skills, knowledge, attributes and attitudes.

Some of the attitudes and attributes that WELL managers and practitioners identified as important included being self motivated, working independently, showing initiative, ability to communicate effectively with all levels of an enterprise, willingness to be flexible and being responsive to client need. These attributes and attitudes align directly with the Employability Skills Framework and are not included in this mapping.

The scope of the mapping in this report is limited to the skills and knowledge requirements only and does not include the attitudes and attributes.

## **The Extent of the Mapping**

Due to the large number of qualifications and courses identified at each AQF level, and the large overlap of units across qualifications, the mapping of qualifications with the identified skills and knowledge requirements was carried out using a representative sample of qualifications at each AQF level.

Alignment was carried out at a unit level, and not at an element and performance criteria level, due to the large number of units processed and the body of content identified.

## **Limitations of the Mapping**

Access to many of the qualifications was restricted due to copyright ownership and therefore the mapping was limited to those qualifications for which information at the unit level could be found.

Identifying the providers of each of the qualifications led to a search of the provider's website to access marketing materials relevant to the qualification or course. Where units were clearly identified for a qualification or course these were mapped against the identified skills and knowledge. For a number of the qualifications the marketing

material or course directory only provided a description of the qualification or course and its content, and therefore these qualifications were not included in the mapping.

Access to qualifications is also an issue for many WELL practitioners, as many of the qualifications and course have a private copyright which restricts delivery access to authorised providers only.

### **Identified Skills and Knowledge Groups**

An alignment of the qualifications reviewed with the skill requirements of the WELL practitioner show that no single qualification provides all the skills and knowledge required by the WELL practitioner. Therefore, in order to determine an appropriate training pathway for the WELL practitioner, we need to look at the components of qualifications and identify those most appropriate to the development of the skills identified.

The following skills groups were defined:

<b>Skills group</b>	<b>Skill and knowledge</b>
Language, literacy practice	<p>Competence in the two areas of language and literacy</p> <p>Competence in new literacies such as digital literacy</p> <p>Unpacking language and literacy in Training Packages</p> <p>Identifying language and literacy in workplace tasks and practice</p> <p>Supporting content specialists in their understanding of language and literacy in the workplace</p> <p>Developing listening, speaking, reading and writing skills in the workplace context</p> <p>Applying adult language and literacy methodologies</p> <p>Competence in language and literacy assessment</p>
Numeracy practice	<p>Competence in the area of numeracy</p> <p>Unpacking numeracy in Training Packages</p> <p>Identifying numeracy in workplace tasks and practice</p> <p>Supporting content specialists in their understanding of numeracy in the workplace</p> <p>Developing numeracy skills in the workplace context</p>

	<p>Applying adult numeracy methodologies</p> <p>Competence in numeracy assessment</p>
The contemporary workplace	<p>Understanding of regulatory, economic and labour market issues relevant to the industry, the enterprise and the employees</p> <p>Understanding of organisational dynamics and workplace culture</p> <p>Design and delivery of workplace communications training including team building, leadership, negotiation, problem solving, conflict resolution, quality, safety, food safety, compliance, reporting, cross cultural communications and customer service.</p> <p>Design and delivery of technology training including using computer systems, telecommunications systems and portable devices.</p> <p>Using authentic workplace materials</p>
Vocational Education and Training system	<p>Awareness of national and state VET policies</p> <p>Working within the AQTF</p>
Program management	<p>Client management</p> <p>Writing WELL reports</p> <p>Writing WELL applications</p> <p>Budgeting</p> <p>Managing training programs in a workplace</p> <p>Project management</p> <p>Staff recruitment</p> <p>Staff support</p> <p>Applying the ACSF</p> <p>Evaluating WELL Programs</p>
Training delivery and assessment	<p>Developing learning and assessment strategies</p> <p>Using new and emerging technologies in training</p> <p>Responding to individual learner needs including English-speaking background, CALD, disability</p>

	Developing competency-based learning and assessment resources Administering training Practical training delivery and assessment experience Applying the principles of adult learning Delivering competency-based training in the workplace Delivering competency-based assessments in the workplace Working with Training Packages Validating assessment methods, tools and evidence
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## The Acquisition of WELL Practitioner Competencies

It is important to note that no single qualification analysed provides the total package of competencies that would equip a WELL practitioner to effectively carry out their diverse roles.

Each qualification focuses on the development of LLN skills and adult learning and does not include:

- Competencies to enable a WELL practitioner to work effectively in a workplace setting and to operate within a VET environment
- Competencies in program development and planning, resource development, report writing, application development and negotiation and problem solving skills
- Experience as a trainer in the workplace – a number of programs do require a practicum in LLN but not specific to the workplace

A further search conducted as part of this mapping identified more than 130 qualifications that contain competencies that may potentially assist in the development of WELL practitioner competencies. These courses and qualifications are broad in range in terms the level of competency development and content (See Appendix 2).

### **Numeracy**

The mapping of qualifications identified very few units for the development of the numeracy delivery skills of the WELL practitioner. Where numeracy units were identified this was often at a high AQF level or at the ACSF (previously NRS) level 5. WELL practitioners expressed concern about the level of numeracy skills and knowledge required as a core unit by identified qualifications, and found that this level of numeracy was not reflected in the numeracy skills required by many employees in WELL Program projects. A number of WELL practitioners commented on the level of numeracy required

for the achievement of the South Australian qualification – *Advanced Diploma of Language, literacy and numeracy practice in VET* and reported that they found it difficult to achieve this qualification through RPL. It is identified that WELL practitioners require skills to deliver numeracy training, as there is a considerable overlap between skill requirements in terms of LLN in workplace tasks addressed in WELL Program projects. This needs, however, to be at an appropriate level.

### ***A Summary of WELL Practitioner Requirements and how to develop these***

An analysis of the skill requirements of a WELL practitioner, conducted through this mapping project, concludes that the skills and knowledge required by the WELL practitioner are embedded within numerous qualifications, and that no one nationally accredited qualification or course currently available will develop the full range of skills required by the WELL practitioner.

A WELL practitioner requires skills identified in each of the following skills groups:

- Language and literacy practice
- Numeracy practice
- The contemporary workplace
- Working within VET system
- Program management
- Training delivery and assessment

In addition to a learning pathway WELL practitioners require an experiential pathway of applying these skills in workplace settings. This could be achieved through a practicum component in a training program, a shadowing of experienced WELL practitioners, team teaching and teaching in partnership.

Some specialised industry programs also require specific industry and technical skills which are best delivered through a partnership between an industry trainer and a WELL practitioner.

## Application of the Mapping to the WELL Practitioner

To identify a training pathway to develop the required skills it is recommended that the WELL practitioner review their current skills, align these with the skills groups and identify gaps. This will enable the development of a professional development plan to address the gaps.

This is recommended for all WELL practitioners including:

- The prospective WELL practitioner – a person who could potentially deliver WELL Programs but has never done so
- The new WELL practitioner – a person who is delivering WELL Programs for the first time
- The experienced WELL practitioner – a person who has been delivering WELL Programs for some time and requires ongoing professional development to remain relevant

For the prospective or new WELL practitioners with no or limited experience with the WELL Program a WELL Program manager could assist to develop a professional development plan tailored to the individual.

For experienced WELL practitioners a review will identify opportunities for updating and extending their skill range and specialising in one or more of the skills groups.

It is important to note that each individual's plan will be different. For example:

- An experienced industry trainer entering the WELL Program for the first time will need to develop their language, literacy and/or numeracy practice
- An experienced adult literacy teacher will need to develop their skills relevant to the contemporary workplace, working within VET system and training delivery and assessment
- An experienced WELL practitioner entering WELL Program management for the first time will need to develop their skills relevant to program management



### **Evaluation Tool – Language and Literacy Practice**

This evaluation tool is for WELL practitioners and their managers to use to identify and address their skills and knowledge gaps using the mapping.

Instruction: Thinking about your current level of skills and knowledge identify what competencies you already do and do not have. Use the mapping to identify where you can obtain the competencies that you are missing.

<b>What do I need?</b>	<b>What do I have?</b>	<b>How will I develop this?</b>
<p>Competence in the two areas of language and literacy</p> <p>Competence in new literacies such as digital literacy</p> <p>Unpacking language and literacy in Training Packages</p> <p>Identifying language and literacy in workplace tasks and practice</p> <p>Supporting content specialists in their understanding of language and literacy in the workplace</p> <p>Developing listening, speaking, reading and writing skills in the workplace context</p> <p>Applying adult language and literacy methodologies</p> <p>Competence in language and literacy assessment</p>		

### **Evaluation Tool – Numeracy Practice**

This evaluation tool is for WELL practitioners and their managers to use to identify and address their skills and knowledge gaps using the mapping.

Instruction: Thinking about your current level of skills and knowledge complete the following table.

<b>What do I need?</b>	<b>What do I have?</b>	<b>How will I develop this?</b>
Competence in the area of numeracy  Unpacking numeracy in Training Packages  Identifying numeracy in workplace tasks and practice  Supporting content specialists in their understanding of language and literacy in the workplace  Developing numeracy skills in the workplace context  Applying adult numeracy methodologies  Competence in numeracy assessment		

### **Evaluation Tool – the Contemporary Workplace**

This evaluation tool is for WELL practitioners and their managers to use to identify and address their skills and knowledge gaps using the mapping.

Instruction: Thinking about your current level of skills and knowledge complete the following table.

<b>What do I need?</b>	<b>What do I have?</b>	<b>How will I develop this?</b>
<p>Understanding regulatory, economic and labour market issues relevant to the industry, the enterprise and the employees</p> <p>Understanding organisational dynamics and workplace culture</p> <p>Design and delivery of workplace communications training including team building, leadership, negotiation, problem solving, conflict resolution, quality, safety, food safety, compliance, reporting, cross cultural communications and customer service.</p> <p>Design and delivery of technology training including using computer systems, telecommunications systems and portable devices.</p> <p>Using authentic workplace materials</p>		

**Evaluation Tool – VET System**

This evaluation tool is for WELL practitioners and their managers to use to identify and address their skills and knowledge gaps using the mapping.

Instruction: Thinking about your current level of skills and knowledge complete the following table.

What do I need?	What do I have?	How will I develop this?
Awareness of national and state VET policies  Working within the AQTF		

**Evaluation Tool – Program Management**

This evaluation tool is for WELL practitioners and their managers to use to identify and address their skills and knowledge gaps using the mapping.

Instruction: Thinking about your current level of skills and knowledge complete the following table.

What do I need?	What do I have?	How will I develop this?
Client management Writing WELL reports Writing WELL applications Budgeting Managing training programs in a workplace Project management Staff recruitment Staff support Applying the ACSF Evaluating WELL Programs		

### **Evaluation Tool – Training Delivery and Assessment**

This evaluation tool is for WELL practitioners and their managers to use to identify and address their skills and knowledge gaps using the mapping.

Instruction: Thinking about your current level of skills and knowledge complete the following table.

<b>What do I need?</b>	<b>What do I have?</b>	<b>How will I develop this?</b>
Developing learning and assessment strategies  Using new and emerging technologies in training  Responding to individual learner needs including English-speaking background, CALD, disability  Developing competency based learning and assessment resources  Administering training  Practical training delivery and assessment experience  Applying the principles of adult learning  Delivering competency-based training in the workplace  Delivering competency-based assessments in the workplace  Working with Training Packages  Validating assessment methods, tools and evidence		

**Professional Development Planning Tool**

This planning tool is for WELL practitioners and their managers to use to address their skills and knowledge gaps using the mapping.

Instruction: Thinking about the results of your evaluation, identify three professional development goals relevant to your roles as a WELL practitioner and develop an action plan to achieve each goal.

<b>Professional development goal</b>	<b>Strategies/ Action Plan to achieve this goal</b>
1.	
2.	
3.	

## Application of the Mapping to WELL Projects

Funded WELL Program projects are extremely diverse. They include the whole spectrum of industry areas, enterprises and individual learner needs. Therefore the specific skill requirements of a WELL practitioner are more accurately determined by analysing the requirements of a specific WELL Program. It is the responsibility of the training provider to allocate the most appropriate WELL practitioner to each project on a project by project basis to achieve the best use of public funds and the best outcome for the enterprise and the learners.

To do this, it is recommended that training providers systematically analyse the aims and parameters of all WELL projects to identify the skills and knowledge required to deliver each project. The identified skills and knowledge can then be compared to the skills and knowledge of the WELL practitioner to ensure that the most appropriate resource is being allocated.

Although it is identified that a WELL practitioner will require the skills identified in each of the following six skill groups, not all the skills in each will apply to each WELL project:

- Language, literacy practice
- Numeracy practice
- The contemporary workplace
- Working within the VET system
- Program management
- Training delivery and assessment

### **Evaluation Tool – WELL Program Project**

This evaluation tool is for WELL Program managers to use to identify the skills and knowledge required to deliver a specific WELL Program project and assess the skills and knowledge of the staff allocated to the project in order to identify gaps.

Instruction: Thinking about the specific requirements of the WELL Program project including the industry, the enterprise, the learners, the business need and the training content complete the following table.

<b>WELL Program project specification</b>			
Industry area			
Business need			
Training need			
Training Package and competencies			
<b>Skills and knowledge specification - Language and literacy practice</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Competence in the two areas of language and literacy			
Competence in new literacies such as digital literacy			
Unpacking language and literacy in Training Packages			
Identifying language and literacy in workplace tasks and practice			
Supporting content specialists in their understanding of language and literacy in the workplace			
Developing listening, speaking, reading and writing skills in the workplace context			



Applying adult language and literacy methodologies			
Competence in language and literacy assessment			
<b>Skills group - Numeracy practice</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Competence in the area of numeracy			
Unpacking numeracy in Training Packages			
Identifying numeracy in workplace tasks and practice			
Supporting content specialists in their understanding of language and literacy in the workplace			
Developing numeracy skills in the workplace context			
Applying adult numeracy methodologies			
Competence in numeracy assessment			
<b>Skills group - The contemporary workplace</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Understanding regulatory, economic and labour market issues relevant to the industry, the enterprise and the employees			
Understanding organisational dynamics and workplace culture			

Design and delivery of workplace communications training including team building, leadership, negotiation, problem solving, conflict resolution, quality, safety, food safety, compliance, reporting, cross cultural communications and customer service.			
Design and delivery of technology training including using computer systems, telecommunications systems and portable devices.			
Using authentic workplace materials			
<b>Skills group - Working within Vocational Education and Training system</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Awareness of national and state VET policies			
Working within the AQTF			
<b>Skills group - Program management</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Client management			
Writing WELL reports			
Writing WELL applications			
Budgeting			
Managing training programs in a workplace			
Project management			
Staff recruitment			

Staff support			
Applying the ACSF			
Evaluating WELL Programs			
<b>Skills group - Training delivery and assessment</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Developing learning and assessment strategies			
Using new and emerging technologies in training			
Responding to individual learner needs including English-speaking background, CALD, disability			
Developing competency-based learning and assessment resources			
Administering training			
Practical training delivery and assessment experience			
Applying the principles of adult learning			
Delivering competency-based training in the workplace			
Delivering competency-based assessments in the workplace			
Working with Training Packages			
Validating assessment methods, tools and evidence			

**EXAMPLE: Evaluation Tool – WELL Program Project**

The following is an example of how to use the tool using a WELL Program case study developed by Manufacturing Learning Victoria during 2002-2003. This case study was one of several which were used as marketing tools to promote the WELL Program in industry.

WELL Program project specification			
Industry area	Manufactured minerals		
Business need	Improved internal customer service Improved productivity Improved customer satisfaction Increased awareness of environmental issues across the site Improved hazard identification Improved cooperation among employees Increase awareness of the impact of waste on the company and the environment Improved employee participation and less waste		
Training need	Improved English language and literacy skills Improved communication skills for individual team members Awareness of workplace environmental hazards and a readiness to minimise such hazards		
Training Package and competencies	Manufactured Minerals Training Package PMAENV100A – Identify and Minimise Environmental Hazards PMASUP181A – Work in a team		
Skills group - Language and literacy practice			
Skills and knowledge	What is needed?	Who has this?	Skills/knowledge gap
Competence in the two areas of language and literacy	Yes	Andrew	
Competence in new literacies such digital literacy	No	NA	

Unpacking language and literacy in Training Packages	Yes	Andrew	
Identifying language and literacy in workplace tasks and practice	Yes	Andrew	
Supporting content specialists in their understanding of language and literacy in the workplace	Yes	Andrew	
Developing listening, speaking, reading and writing skills in the workplace context	Yes	Andrew	
Applying adult language and literacy methodologies	Yes	Andrew	
Competence in language and literacy assessment	Yes	Andrew	
<b>Skills group - Numeracy practice</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Competence in the area of numeracy	Yes	Andrew	
Unpacking numeracy in Training Packages	Yes	Andrew	
Identifying numeracy in workplace tasks and practice	Yes	Andrew	
Supporting content specialists in their understanding of language and literacy in the workplace	Yes	Andrew	
Developing numeracy skills in the workplace context	Yes	Andrew	
Applying adult numeracy methodologies	Yes	Andrew	
Competence in numeracy assessment	Yes	Andrew	

<b>Skills group - The contemporary workplace</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Understanding regulatory, economic and labour market issues relevant to the industry, the enterprise and the employees	Yes – safety and environmental hazards in the manufacturing industry	Unknown	Content specialist
Understanding organisational dynamics and workplace culture	Yes	Andrew	
Design and delivery of workplace communications training including team building, leadership, negotiation, problem solving, conflict resolution, quality, safety, food safety, compliance, reporting, cross cultural communications and customer service.	team building, leadership, negotiation, problem solving, conflict resolution, quality, safety compliance, environmental compliance, reporting, and customer service	Andrew	
Design and delivery of technology training including using computer systems, telecommunications systems and portable devices.	No	NA	
Using authentic workplace materials	Yes	Andrew	
<b>Skills group - Working within Vocational Education and Training system</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Awareness of national and state VET policies	Yes	Andrew	
Working within the Australian Quality Training Framework	Yes	Andrew	

<b>Skills group - Program management</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Client management	Yes	Jan	
Writing WELL reports	Yes	Jan	
Writing WELL applications	Yes	Jan	
Budgeting	Yes	Jan	
Managing training programs in a workplace	Yes	Jan	
Project management	Yes	Jan	
Staff recruitment	Yes	Jan	
Staff support	Yes	Jan	
Applying the ACSF	Yes	Andrew	
Evaluating WELL Programs	Yes	Jan	
<b>Skills group - Training delivery and assessment</b>			
<b>Skills and knowledge</b>	<b>What is needed?</b>	<b>Who has this?</b>	<b>Skills/knowledge gap</b>
Developing learning and assessment strategies	Yes	Andrew	
Using new and emerging technologies in training	No	NA	
Responding to individual learner needs including English speaking background, CALD, disability)	Yes – CALD and English speaking background	Andrew	
Developing competency based learning and assessment resources	Yes	Andrew	
Administering training	Yes	Andrew	

Practical training delivery and assessment experience	Yes	Andrew	
Applying the principles of adult learning	Yes	Andrew	
Delivering competency based training in the workplace	Yes	Andrew	
Delivering competency based assessments in the workplace	Yes	Andrew	
Working with Training Packages	Yes	Andrew	
Validating assessment methods, tools and evidence	Yes	Andrew	



## Conclusions

The majority of WELL practitioners come to WELL Program delivery through a school teaching pathway and a higher education qualification related to adult, youth or child teaching of language, literacy and numeracy and there is an unchallenged assumption that this is the pathway into WELL Program delivery.

Pathways need to be developed to enable industry trainers/specialist, young people and others who wish to pursue a career as WELL practitioners to enter WELL Program delivery.

There are many qualifications available at a range of AQF levels that assist practitioners to develop skills to deliver LLN programs, however few provide skills and knowledge development opportunities to deliver to adults in the workplace context.

Higher education qualifications are valued as the most appropriate qualifications for WELL practitioners in most States and Territories and there is an assumption that the qualifications held by adult literacy teachers and school teachers are appropriate as qualifications for WELL practitioners. However there are a number of units within vocational qualifications that develop the LLN delivery skills at an appropriate level for an individual to competently deliver the WELL Program.

Specific skills groups identified as addressing the skills needs of WELL Practitioners are:

- Language, literacy practice
- Numeracy practice
- The contemporary workplace
- Working within VET system
- Program management
- Training delivery and assessment

A mapping of these requirements against existing qualifications found that no single qualification meets all the requirements.

Groups of units of competency that address these identified skills groups could be endorsed as a 'Skill Set' within the National Training Framework.

Existing units of competence from Crown Copyright qualifications could be grouped to form separate endorsed qualifications, specific to the needs of WELL practitioners, with the addition of some newly developed units. Frontline Management, Training and Assessment and Diploma of Business, amongst others, all include units which could be utilised in this way, and further research would determine appropriate units for inclusion as core and elective units. Thus all the skill requirements of the WELL practitioner could be contained within one qualification.

WELL practitioners require skills in the delivery of numeracy skills in the workplace. The identified opportunity for developing these skills in relevant qualifications is limited, and where it is available the level of numeracy is perceived as excessive when compared with the perceived numeracy skills and knowledge required in workplaces. Further analysis of workplace numeracy levels is required.

Existing units of competence from Crown Copyright qualifications could be grouped to form separate endorsed qualifications, specific to the needs of WELL practitioners, in addition to some newly developed units. With the appropriate inclusion of core units and elective units all the skill requirements of the WELL practitioner could be included in one qualification. Appropriate units could be selected from qualifications such as the Certificate and Diploma of Frontline Management, Certificate and diploma of Training and Assessment and a number of the Business and Business Management Qualification.

A WELL project often requires a broad range of skills and knowledge that can be addressed through the allocation of a team of trainers. Under these circumstances, a direct supervision, planning and monitoring program needs to be implemented, according to AQTF requirements.

## Recommendations

This project has identified that, although it would be very convenient to recommend a specific qualification that represents the skills and knowledge acquisition needs of the WELL practitioner, the current qualification offerings do not provide the total package when compared with the range of general and specific skills and knowledge required by WELL practitioner.

These have been identified as the following skills groups:

- Language, literacy practice
- Numeracy practice
- The contemporary workplace
- Working within VET system
- Program management
- Training delivery and assessment

**Recommendation 1** – That the identified skills groups be used as building blocks for the development of an endorsed WELL practitioner Skill Set and/or qualification.

This project has identified that the effective allocation of resources to a WELL project and the assessment of WELL Applications is only possible through the careful evaluation of the specific company's business and training needs and skill needs of its employees.

**Recommendation 2** – That WELL Applications be accompanied by an "Evaluation tool – WELL Program project" similar to the one developed as part of this report

This project has identified that the effective allocation of resources to WELL Programs and the assessment of WELL Applications is only possible when the skills and knowledge of the allocated WELL practitioners is known.

**Recommendation 3** – That WELL Applications be accompanied by a detailed alignment of the proposed WELL practitioners' skills and knowledge to the company's identified training needs, similar to the Evaluation tool developed as part of this report.

This project has identified very few qualifications or units relevant to the development of numeracy delivery skills in the workplace at an appropriate level.

**Recommendation 4** – That all WELL practitioners develop skills in the delivery of numeracy in the workplace to at least AQF3 and ACSF4 level and that this development be included as a core unit in a WELL practitioner development program.

**Recommendation 5** – That further research is required to clearly identify and map the numeracy requirements of occupations/Training Package competencies that typically fall within the WELL target group to the ACSF and that this would then inform the development of an appropriate numeracy skill requirement for practitioners.

**Recommendation 6** – That research be conducted into the numeracy skills requirements of the WELL Program learner target groups in the workplace, and that appropriate units of competency for numeracy delivery skills be identified, or developed if not available, at a level commensurate with the requirements to deliver numeracy skills in the workplace, and not exceed this.

# Appendix 1

## ***Certificates and Graduate Certificates***

Certificate III in TESOL

Certificate IV in TESOL

Graduate Certificate in Adult TESOL

Graduate Certificate in Applied Linguistics

Graduate Certificate in Education (ALBE)

Graduate Certificate in Education (TESOL)

Graduate Certificate in Language Teaching (TESOL)

Graduate Certificate in Languages Education (TESOL)

Graduate Certificate in Literacy

Graduate Certificate in Teaching English as a Foreign Language

Graduate Certificate in Teaching English to Speakers of Other Languages

Graduate Certificate in Teaching English to Speakers of Other Languages and FLT

Graduate Certificate of Professional Education and Training (Adult Education and Training)

Graduate Certificate of Professional Education and Training (TESOL)

## ***Graduate Diplomas***

Graduate Diploma in ALBE

Graduate Diploma in Applied Linguistics

Graduate Diploma in Educational Studies (TESOL or LOTE)

Graduate Diploma in Literacy and Numeracy Education

Graduate Diploma of Educational Studies (TESOL)

Graduate Diploma of Language and Literacy

Graduate Diploma of Language Teaching (TESOL)

Graduate Diploma of TEFL

Graduate Diploma of TESOL

Graduate Diploma of Teaching English to Speakers of Other Languages and Literacy

Graduate Diploma of Teaching English to Speakers of Other Languages or FLT

***Post Graduate Certificates and Diplomas***

Postgraduate Certificate in Education (TESOL)

Postgraduate Certificate in English Language Teaching

Postgraduate Certificate in Literacy

Postgraduate Certificate in TESOL

Postgraduate Certificate of Education (Literacy Studies)

Postgraduate Certificate of Education (TESOL / LOTE)

Postgraduate Diploma of Applied Linguistics (TESOL)

Postgraduate Diploma of Education (Literacy Studies)

Postgraduate Diploma of Education (TESOL / LOTE)

Postgraduate Diploma of Education (TESOL)

***Masters***

Master of Applied Linguistics

Master of Applied Linguistics (TESOL)

Master of Arts (Applied Linguistics)

Master of Arts (English Language Teaching)

Master of Arts (Language Teaching Teaching English to Speakers of Other Languages or LOTE)

Master of Arts (TESOL)

Master of Arts in Language and Literacy

Master of Arts in Teaching English to Speakers of Other Languages and FLT

Master of Education (Applied Linguistics)

Master of Education (Literacy Studies)

Master of Education (TESOL)

Master of Professional Education and Training (Adult Education and Literacy)

Master of Professional Education and Training (TESOL)

Master of TESOL

Master of Teaching English to Speakers of Other Languages and Literacy

## Appendix 2

Further search - qualifications that contain competencies that may potentially assist in the development of WELL practitioner competencies.

30619QLD	Certificate IV in Language, Literacy and Numeracy Assessment and Training Expires 13/08/2011
91352NSW	Course in Peer Literacy Tutoring Expires 31/12/2011
39181QLD	Course in Vocational Numeracy - Contextualised Expires 13/11/2010
39165QLD	Course in Vocational Numeracy 5 Expires 13/11/2010
39160QLD	Course in Vocational Numeracy - Preliminary Expires 13/11/2010
39155QLD	Course in Vocational Literacy 5 Expires 13/11/2010
39154QLD	Course in Vocational Literacy 4 Expires 13/11/2010
39153QLD	Course in Vocational Literacy 3 Expires 13/11/2010
39152QLD	Course in Vocational Literacy 2 Expires 13/11/2010
39151QLD	Course in Vocational Literacy 1 Expires 13/11/2010
39150QLD	Course in Vocational Literacy - Preliminary Expires 13/11/2010
91438NSW 28/09/2011	Diploma of Teaching English to Speakers of Other Languages Expires 28/09/2011
91438NSW 28/09/2011	Diploma of Teaching English to Speakers of Other Languages Expires 28/09/2011
91370NSW	Certificate IV in Teaching English to Speakers of Other Languages (TESOL) Expires 22/02/2012
91369NSW	Certificate IV in Teaching English to Child Speakers of Other Languages Expires 22/02/2012
91341NSW	Certificate IV in TESOL (Teaching English to Speakers of Other Languages) Expires 06/11/2011
91316NSW 29/08/2011	Certificate IV in Language Teaching (TESOL and LOTE) Expires 29/08/2011
80851ACT	Certificate I in English Language Skills Expires 30/06/2012
80850ACT	Certificate II in English Language Skills Expires 30/06/2012



- 80849ACT Certificate III in English Language Skills Expires 30/06/2012
- 80848ACT Certificate IV in English Language Skills Expires 30/06/2012
- 80791ACT Diploma of Vocational French Language Expires 22/03/2011
- 80790ACT Advanced Diploma of Vocational French Language Expires 22/03/2011
- 52002 Diploma of Applied Language (LOTE) Expires 30/11/2011
- 51976 Diploma of Literacy Education Expires 30/09/2011
- 51975 Certificate IV in Literacy Education Expires 30/09/2011
- 51918 Certificate IV in Teaching English to Speakers of Other Languages Expires 30/06/2011
- 40540SA Certificate IV in Teaching English to Speakers of Other Languages (TESOL) Expires 31/12/2011
- 91370NSW Certificate IV in Teaching English to Speakers of Other Languages (TESOL) Expires 22/02/2012
- 91369NSW Certificate IV in Teaching English to Child Speakers of Other Languages Expires 22/02/2012
- 91341NSW Certificate IV in TESOL (Teaching English to Speakers of Other Languages) Expires 06/11/2011
- 91316NSW Certificate IV in Language Teaching (TESOL and LOTE) Expires 29/08/2011
- 80851ACT Certificate I in English Language Skills Expires 30/06/2012
- 80850ACT Certificate II in English Language Skills Expires 30/06/2012
- 80849ACT Certificate III in English Language Skills Expires 30/06/2012
- 80848ACT Certificate IV in English Language Skills Expires 30/06/2012
- 80791ACT Diploma of Vocational French Language Expires 22/03/2011
- 80790ACT Advanced Diploma of Vocational French Language Expires 22/03/2011
- 80773ACT Certificate IV in Language Expires 31/12/2010
- 69847 Certificate IV in Foreign Language Studies Expires 14/06/2011
- 52002 Diploma of Applied Language (LOTE) Expires 30/11/2011
- 51976 Diploma of Literacy Education Expires 30/09/2011

51975 Certificate IV in Literacy Education Expires 30/09/2011

51918 Certificate IV in Teaching English to Speakers of Other Languages Expires 30/06/2011

40540SA Certificate IV in Teaching English to Speakers of Other Languages (TESOL) Expires 31/12/2011

39231QLD Graduate Diploma of TESOL and English Language Development Expires 11/12/2011

39230QLD Graduate Certificate in TESOL and English Language Development Expires 11/12/2011

39201QLD Graduate Diploma of Teaching English to Speakers of Other Languages (TESOL) Expires 30/11/2011

39200QLD Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) Expires 30/11/2011

30777QLD Diploma of TESOL ( Teaching English to Speakers of Other Languages ) Expires 06/10/2013

30766QLD Certificate IV in Teaching English to Speakers of Other Languages (TESOL) Expires 08/09/2013

30737QLD Certificate IV in TESOL (Teaching English to Speakers of Other Languages) Expires 19/06/2013

30690QLD Certificate IV in TESOL (Teaching English to Speakers of Other Languages) Expires 17/01/2013

30689QLD Certificate III in TESOL (Teaching English to Speakers of Other Languages) Expires 17/01/2013

30617QLD Certificate III in English Language (Advanced Level) Expires 28/06/2011

30537QLD Certificate IV in TESOL (Teaching English to Speakers of Other Languages) Expires 26/07/2010

21723VIC Graduate Certificate in Teaching English as a Foreign Language Expires 31/12/2010

69917 Certificate II in English for Vocational Purposes Expires 31/12/2012

69916 Certificate III in English for Vocational Purposes Expires 31/12/2012

69915 Certificate IV in English for Vocational Purposes Expires 31/12/2012

69849 Certificate II in Foreign Language Studies Expires 14/06/2011

- 69848 Certificate III in Foreign Language Studies Expires 14/06/2011
- 69847 Certificate IV in Foreign Language Studies Expires 14/06/2011
- 52002 Diploma of Applied Language (LOTE) Expires 30/11/2011
- 51976 Diploma of Literacy Education Expires 30/09/2011
- 51975 Certificate IV in Literacy Education Expires 30/09/2011
- 51918 Certificate IV in Teaching English to Speakers of Other Languages Expires 30/06/2011
- 40540SA Certificate IV in Teaching English to Speakers of Other Languages (TESOL) Expires 31/12/2011
- 39231QLD Graduate Diploma of TESOL and English Language Development Expires 11/12/2011
- 39230QLD Graduate Certificate in TESOL and English Language Development Expires 11/12/2011
- 39201QLD Graduate Diploma of Teaching English to Speakers of Other Languages (TESOL) Expires 30/11/2011
- 39200QLD Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) Expires 30/11/2011
- 30777QLD Diploma of TESOL (Teaching English to Speakers of Other Languages ) Expires 06/10/2013
- 30766QLD Certificate IV in Teaching English to Speakers of Other Languages (TESOL) Expires 08/09/2013
- 30737QLD Certificate IV in TESOL (Teaching English to Speakers of Other Languages) Expires 19/06/2013
- 30690QLD Certificate IV in TESOL (Teaching English to Speakers of Other Languages) Expires 17/01/2013
- 30689QLD Certificate III in TESOL (Teaching English to Speakers of Other Languages) Expires 17/01/2013
- 30617QLD Certificate III in English Language (Advanced Level) Expires 28/06/2011
- 30537QLD Certificate IV in TESOL (Teaching English to Speakers of Other Languages) Expires 26/07/2010
- 21723VIC Graduate Certificate in Teaching English as a Foreign Language Expires 31/12/2010

- 69917 Certificate II in English for Vocational Purposes Expires 31/12/2012
- 69916 Certificate III in English for Vocational Purposes Expires 31/12/2012
- 69915 Certificate IV in English for Vocational Purposes Expires 31/12/2012
- 39231QLD Graduate Diploma of TESOL and English Language Development Expires 11/12/2011
- 39230QLD Graduate Certificate in TESOL and English Language Development Expires 11/12/2011
- 39201QLD Graduate Diploma of Teaching English to Speakers of Other Languages (TESOL) Expires 30/11/2011
- 39200QLD Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) Expires 30/11/2011
- 30777QLD Diploma of TESOL (Teaching English to Speakers of Other Languages) Expires 06/10/2013
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