

ACE Matrix Workshop

Creating an ACE Course

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Creating an ACE Course

The purpose of this document is to demonstrate a process which can be followed to identify and embed Foundation Skills and LLN Skills into ACE courses.

The unit of competency referred to in this document is taken from Certificate I in Education and Skills Development. The unit is: “Communicate with others in familiar and predictable contexts” – VBQU170 (CAAFH) It is an imported unit from the Victorian Curriculum (Certificate in General Education for Adults) – hence the “V” coding as well as the South Australian coding.

Context of the ACE Foundation Skills Course

This sample course is being designed to cater for women, newly arrived to Australia, of mixed age in the local area. It has been identified that there are numerous women in this category who would benefit from the opportunity to:

- Make new friends
- Learn the customs and conventions of our society
- Speak English more confidently
- Engage in the community
- Etc.

The above dot points are not exclusive but form a significant component of the reasons for running the course.

It has been decided that we shall run a cooking program for these women. So although the program will revolve around the activities of cooking, the purpose of the program is to develop the Language, Literacy and Numeracy skills of Oral Language, Writing and Learning and accompanying Foundation Skills, as outlined in this document.



ACSF Core Skills

The introductory information within the unit documents that the required outcomes of this unit relate directly to ACSF Oral Communication at Level 2. So it is therefore incumbent upon me, as the trainer and assessor, to ensure the learners experience opportunities to practise and develop the skills associated with this core skill.

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COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS

Unit Code	VBQU170 CAAFH
Unit Title	Communicate with others in familiar and predictable contexts
Unit Descriptor	The focus of the unit is to communicate verbally with others in familiar and predictable contexts. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Oral Communication).

When I look at all the performance criteria, however in this unit, it is clear to me that other ACSF core skills can be developed within this course as well.

When the verbs in the performance criteria are reviewed, as below, it is clear that that ACSF core skill of writing could readily be a component of this course.

Similarly, it is useful, within this course, to assist the learners to develop knowledge of themselves as learners. So that ACSF core skill has also been included into the course design.

Verbs in the performance criteria	Link to ACSF core skills
Statements are made clearly	Oral language
Information obtained or clarified through questioning	Learning – learners need to know how to do this
Identified	Learning – learners need to know how to do this
Asked	Learning – learners need to know how to do this
Expressed	Oral language
Stated	Oral language
Strategies are employed	Oral language
Is expressed	Learning – learners need to know how to do this
Are identified	Oral language Learning – learners need to know how to do this
Is noted	Writing
Are followed	Learning – learners need to know how to do this
Are identified	Learning – learners need to know how to do this

Element	Performance Criteria
1 Speak or sign to communicate in straight forward exchanges	1.1 Statements providing factual information are made clearly 1.2 Information is obtained or clarified through questioning
2 Participate in discussions on personally familiar topics	2.1 The gist of the discussion is identified 2.2 Questions are asked to clarify meaning 2.3 Own opinion is expressed and reasons stated 2.4 Interactional strategies to show interest or attitude are employed 2.5 Dis/agreement with views of others is expressed appropriately
3 Respond in familiar and predictable contexts	3.1 The features of explanations, instructions and narratives are identified 3.2 The gist in explanations, instructions and narratives is identified 3.3 The detail conveyed in verbal information is noted 3.4 Short, straight forward explanations and instructions are followed 3.5 Simply expressed feelings and emotions are identified

As a result of looking at the Elements and Performance criteria of my selected unit I have decided to incorporate into my course the ACSF core skills as listed below.

Oral Communication

2.07 – Uses everyday language to provide information or maintain a conversation in familiar spoken contexts

2.08 – Listens for relevant information in oral texts across familiar contexts

As well, there could be other core skills which are developed within this delivery. Namely, Writing at ACSF Level 1.

Writing

1.06 – Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text

As well, there could be other core skills which are develop within this delivery: namely: Learning at ACSF Level 1.

Learning

1.01 – Demonstrates some awareness of self as a learner

1.02 - Takes first steps towards developing explicit learning strategies.

The reason for identifying these ASCF core skills is to assist with the planning and focus of the course. There is no expectation that during your course delivery your learners will achieve full competency in the levels identified in any of these Core Skills. Within your course, however, you will provide learning opportunities for your participants to develop skills and knowledge that will advance them in operating at these levels of Language, Literacy and Numeracy achievement.

There are five core skills in the Australian Core Skills Framework (ACSF)

- **Learning**
- **Reading**
- **Writing**
- **Oral Communication**
- **Numeracy**

For each core skill there are five levels of performance: Level one being quite basic up to Level 5 which is highly skilled. There is also a pre-level 1 section for those learners who possess particularly low levels of Language, literacy and numeracy achievement. The table below briefly documents the variables which relate to the Australian Core Skills Framework (ACSF).

ACSF Performance Variables Grid				
	SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
FIVE LEVELS OF PERFORMANCE	1 Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2 May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3 Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4 Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5 Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialized language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

The Foundation Skills as defined by Government Skills Australia are:

“ . . . those core or essential skills we need to engage successfully in work and life. The term ‘Foundation Skills’ is currently used to include the core skills defined in the Australian Core Skills Framework (ACSF) as well as the employability skills identified by employers as critical for effective performance in the workplace. The core skills of the ACSF include reading, writing, oral communication, numeracy and learning. ‘Employability skills’ now come under a new framework called Core Skills for Work (CfW) and incorporate skills such as problem solving, teamwork and digital literacy.

The employability skills are:

Communication

Teamwork

Problem Solving

Initiative and Enterprise

Planning and Organising

Self-management

Learning

Technology

Employability Skills Summary

Certificate I in Education and Skills Development

Employability Skill Requirements for this qualification include:

Communication	• Locates, interprets and evaluates relevance of information in unambiguous electronic, printed, handwritten and visual texts. • Read unambiguous texts, signs and symbols in familiar environment. • Write unambiguous texts relevant to purpose and audience • Interprets information and adapts communication to suit particular situations and audience needs • Investigate and locate mathematical information and relationships in familiar activity or texts. • Use appropriate mathematical tools such as calculators and measuring instruments in a range of applications with support. • Uses a range of verbal and written informal and formal mathematical language and representation to communicate mathematically and for everyday use.
Teamwork	• Collaborates with others to establish and applies strategies to meet agreed goals • Greet others and respond to greetings. • Works as an individual and a member of a team • Gives and receives feedback in a supported context. Listens/attends to and acts on suggestions from others
Problem Solving	• Chooses and uses the most appropriate strategies to solve problems • Clarifies nature of problem individually or with others • Solves problems in routine contexts • Selects and applies straight forward mathematical strategies to solve problems in a variety of contexts

Initiative/Enterprise	• Adapts to change in procedures or arrangements working with supervisor/mentor with support • Sees opportunities to make improvements and independently chooses strategies to achieve them
Planning and Organising	• Applies planning and organising processes to manage everyday activities • Clarifies goals with appropriate person(s) Plan stages/processes/timelines/ responsibilities. Locates/accesses resources with support • Plan including successful outcomes and identify barriers to completion with support
Self-Management	• Identifies personal goals and vision • Chooses appropriate ways to perform effectively and manages own time and priorities • Maintains safety for self and others • Complete delegated tasks
Learning	• Identifies learning options, clarifies learning goals with support • Develop a plan with support • Chooses and applies from a small set of learning strategies to achieve own learning goals
Technology	• Use a range of learning/ communication technologies with support • Chooses and uses the most appropriate technologies for the situation • Is aware of safety issues when using online services

The Employability Skills have been re-written into the Core Skills for Work Framework – (CSfW)

The CSfW describes performance in ten Skill Areas, grouped under three Skill Clusters:

Cluster 1 - Navigate the world of work

- a. Manage career and work life*
- b. Work with roles, rights and protocols*

Cluster 2 - Interact with others

- a. Communicate for work*
- b. Connect and work with others*
- c. Recognise and utilise diverse perspectives*

Cluster 3 - Get the work done

- a. Plan and organise*
- b. Make decisions*
- c. Identify and solve problems*
- d. Create and innovate*
- e. Work in a digital world*

Below is a diagram showing two of the three elements from this unit and the associated performance criteria. Within these criteria there are clear Foundation Skills and LLN Skills embedded.

Element	Performance Criteria
1 Speak or sign to communicate in straight forward exchanges	1.1 Statements providing factual information are made clearly 1.2 Information is obtained or clarified through questioning
2 Participate in discussions on personally familiar topics	2.1 The gist of the discussion is identified 2.2 Questions are asked to clarify meaning 2.3 Own opinion is expressed and reasons stated 2.4 Interactional strategies to show interest or attitude are employed 2.5 Dis/agreement with views of others is expressed appropriately

Criterion 1.1

In this criterion there is a clear oral communication reference and specifically the skills required to be deemed competent in this criterion include but are not limited to:

- Understand the meaning of the word statement
- Practise giving and hearing statements – verbal and written – these will be related to the cooking program, but not exclusively, so that learners do not mistakenly only associate statements with cooking
 - For example: “Prepare the work area before you commence making the biscuits.”
 - On a different topic: “On the weekend there is going to be a shared lunch in the park for the children attending the Forbes Street school.”
- Practise writing and speaking statements and get others in the group to share their understanding of the statements’ intent
- Practise getting participants to reword the statements so that different words are used, but the essential message is maintained – verbal and written
- Give examples of why it is important to be clear. For example: “After today’s session some are meeting to go out.” What questions would you ask to clarify the meaning of this statement? Practise – verbal and written statement clarification.

Each criterion can be examined in this detail. This is possibly not necessary. However read meticulously the elements and performance criteria and reflect upon the intended content and the embedded skills and knowledge to put into the format below.

Skills and matching learning activities		
Foundation Skills in Employability Skills language	Language, Literacy and Numeracy Core Skills - ACSF	Learning activities to support learner development of skills
	Oral Communication	- Participates in conversations with co-learners establishing who will undertake which tasks in cooking activity - Listens to short, explicit instructions for new work procedures and asks questions to clarify - Locates and selects information from a spoken text - Explains routine procedures to others, e.g. workplace safety procedures - Follows directions to perform a sequence of routine tasks - Asks questions to clarify and confirm instructions, e.g. questions steps in a new procedure if unsure
	Writing	- Uses some common abbreviations, e.g. teaspoon (tsp) Millilitres (mls) - Writes one or two sentences or notes to summarise a group activity or work process - Writes routine, everyday workplace specific vocabulary and abbreviations, e.g. product names - Completes a report by writing short, simple text appropriate to purpose
	Learning	- Asks a friend for assistance - Attends class/training sessions regularly and informs others if they are not able to attend - Asks a teacher/trainer or peer for assistance - Keeps a list of words frequently used in the workplace - Expressed a desire to improve skills, e.g. numeracy or reading skills - Saves notes in a labelled folder - Takes required materials to training/class
Communication		- Locates, interprets and evaluates relevance of information in unambiguous electronic, printed, handwritten and visual texts - Read unambiguous texts, signs and symbols in familiar environment - Uses a range of verbal and written informal and formal mathematical language and representation to communicate mathematically and for everyday use - Interprets information and adapts communication to suit particular situations and audience needs

Skills and matching learning activities contd.		
Foundation Skills in Employability Skills language	Language, Literacy and Numeracy Core Skills - ACSF	Learning activities to support learner development of skills
Teamwork		Collaborates with others to establish and applies strategies to meet agreed goals Greet others and respond to greetings Works as an individual and a member of a team
Self-management		Identifies personal goals and vision Chooses appropriate ways to perform effectively and manages own time and priorities Complete delegated tasks
Learning		Identifies learning options, clarifies learning goals with support Chooses and applies from a small set of learning strategies to achieve own learning goals

Language literacy and numeracy core skills (ACSF) – copied directly from the “sample activities” of each relevant section of the document.

Employability Skills – Copied directly from EMPLOYABILITY SKILLS SUMMARY - Certificate I in Education and Skills Development – (See page 6 of this document) In this document the Employability Skills have been interpreted and written specifically for the Certificate I in Education and Skills Development Curriculum. Hence, when delivering this curriculum it is incumbent upon the trainer assessor to include specific skills into the course.

Unit Title	Communicate with others in familiar and predictable contexts
Unit Descriptor	The focus of the unit is to communicate verbally with others in familiar and predictable contexts. The required outcomes described in this unit relate directly to the <i>Australian Core Skills Framework (ACSF)</i>, (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Oral Communication).
Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualifications Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in the course requirements; refer to Appendix 1. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Application of the Unit	This unit provides learners with the skills and knowledge necessary to communicate verbally or in a signed language. Learners will develop skills of information exchange, questioning, interactional and transactional exchanges. It is designed for application and integration of verbal communication skills with a range of suitable units.

So what is the purpose of this course?

The purpose of my course is to enable my learners to better develop their skills and knowledge of English conversation. The course will also link English conversational skills with simple writing. It is intended that the learners develop an awareness of their own learning preferences and be better placed to participate in community and/or future learning.

Having identified the purpose, I need to establish the course's learning outcomes.

So what are the learning outcomes of this course?

Upon completion of this ACE Foundation Skills Course, it is intended that the learners will:

- Improve skills in English conversation which can be applied in social contexts
- Improve skills in simple writing tasks
- Improve ability to recognise learning preferences so that each can assume further control of future learning opportunities
- Improve communication skills to enable increased engagement within community

And yes, this is a cooking course



How The Identified Foundation Skills Align With The Cooking Course's Purpose - Oral Communication

Oral Communication - (ACSF)

2.07 – Uses everyday language to provide information or maintain a conversation in familiar spoken contexts

2.08 – Listens for relevant information in oral texts across familiar contexts

ACSF Core Skill	Sample activities to develop the identified skill
Oral Communication 2.07 – Uses everyday language to provide information or maintain a conversation in familiar spoken contexts	▪ Discussion relating to favourite foods ▪ Discussion relating to foods liked and not like and the reasons why ▪ Discussion relating to celebratory foods ▪ Birthday ▪ Christmas ▪ Easter ▪ Other significant days in the calendars of different cultures ▪ When cooking – following instructions – verbal instructions – following recipe instructions ▪ Discussion relating to what foods will be cooked and shared within the program ▪ Is able to understand and be understood by others in oral communication ▪ Etc.
Oral Communication 2.08 – Listens for relevant information in oral texts across familiar contexts	▪ Following instructions to fulfil recipe requirements ▪ Understand and demonstrate how many eggs are used in the recipe, for example ▪ Understand and demonstrate the accurate implementation of process ▪ Discussions relating to being in groups and different members of the group comprehending and following instructions to enable to group to function and achieve identified outcome/s ▪ Tutor would observe and listen for evidence that learners are comprehending oral communication accurately and: ▪ Follow instructions ▪ Respond to conversation/s appropriately and accurately ▪ Participate in conversations and contribute ▪ Initiate conversations ▪ Ask questions for clarification and understanding ▪ Etc.

Writing - (ACSF)

1.06 – Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text

ACSF Core Skill	Sample activities to develop the identified skill
Writing <i>1.06 – Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text</i>	▪ Write lists of ingredients – shopping lists ▪ Write brief (one sentence) evaluations of foods sampled ▪ Write ideas, tips, etc. for cooking ▪ Complete calculations when doubling the size of recipes or halving etc. ▪ Write recipes – swap favourites with others within the group ▪ Write use by dates on foods stored after cooking ▪ Creates own word list and meanings of new, frequently used words relevant to cooking and other areas of learning ▪ Etc.

Learning – (ACSF)

1.01 – Demonstrates some awareness of self as a learner

1.02 - Takes first steps towards developing explicit learning strategies.

ACSF Core Skill	Sample activities to develop the identified skill
Learning <i>1.01 – Demonstrates some awareness of self as a learner</i>	▪ Realises that learning occurs through discussion, observation, practice or whatever method is best suited to self ▪ Asks for assistance – realises others can assist in the learning process ▪ Brings required materials to class ▪ Saves notes, handouts in an organised manner ▪ Expresses a desire to increase knowledge and skills in LLN and/or another area of learning ▪ Demonstrates punctuality and organisation in readiness for class ▪ Etc.
Learning <i>1.02 - Takes first steps towards developing explicit learning strategies.</i>	▪ Perhaps uses a computer to research recipes ▪ Creates a list of words for reference and their meanings ▪ Realises that learning occurs through discussion, observation, practice or whatever method is best suited to self ▪ Etc.

How The Identified Foundation Skills Align With The Cooking Course's Purpose - Oral Communication

Communication – (Employability Skill)

Employability Skill	Sample activities to develop the identified skill
Locates, interprets and evaluates relevance of information in unambiguous electronic, printed, handwritten and visual texts	• Reading recipes • Interpreting photos of dishes accompanying recipes • Finding specific words and creating own personalised dictionary • Researching recipes on-line • Conversations about food – favourite foods, signature dishes, traditional foods from own culture • Foods associated with celebrations within own culture • Etc.
Read unambiguous texts, signs and symbols in familiar environment	• Reading recipes • Reading abbreviations used in recipes • Reading methods associated with cooking processes • Etc.
Uses a range of verbal and written informal and formal mathematical language and representation to communicate mathematically and for everyday use	• Doubling the recipe • Halving the recipe • Calculating quantities of food for particular numbers of people • Planning a special event – costs of items needed • Shopping list and shopping associated with a particular recipe and/or occasion • Etc.
Interprets information and adapts communication to suit particular situations and audience needs	• Following verbal instructions in class • WHS issues that must be addressed and understood • Using equipment – procedures etc. • Group rules – e.g. washing up, returning equipment to correct place • Food hygiene standards • Etc.

Teamwork – (Employability Skill)

Employability Skill	Sample activities to develop the identified skill
Collaborates with others to establish and applies strategies to meet agreed goals	• Negotiate group expectations for course members • Working within a team • Planning morning/afternoon tea • Planning events • Division of individual tasks within a group • Etc.
Greet others and respond to greetings	• Conventional greetings and appropriate responses • Formal and less formal greetings • Traditions from different cultures • Etc.
Works as an individual and a member of a team	• Works within a group • Takes responsibility for own tasks within team expectations • Shows work ethic • Demonstrates motivation, initiative etc. • Etc.

Self-Management – (Employability Skill)

Employability Skill	Sample activities to develop the identified skill
Identifies personal goals and vision	• With support – what does learner want to achieve within the course? • Set goals for each session within the course – e.g. today we shall learn how to cook scones • Learners to evaluate success of each session goal – did we make the scones well? Etc. Demonstrate and get learners involved in evaluation process • Short term and longer term goals • Etc.
Chooses appropriate ways to perform effectively and manages own time and priorities	• Works to attain identified goals • Evaluates and critiques outcomes • Review group work • Etc.

Employability Skill	Sample activities to develop the identified skill
Complete delegated tasks	• Evaluate personal responsibilities and review task completion and success rates etc. • Evaluate group responsibilities and review task completion and success rates etc. • Etc.

Learning – (Employability Skill)

Employability Skill	Sample activities to develop the identified skill
Identifies learning options, clarifies learning goals with support	• Asks questions for clarification, gaining meaning etc. • Sets short term and long term goals and reviews outcomes – this can be something quite simple such as bringing the required ingredients/equipment to the next session and build from there • Using a log-book, verbal review etc. identify new learning and discuss its application within learner's context • Etc.
Chooses and applies from a small set of learning strategies to achieve own learning goals	• Uses research • Uses questioning • Uses support from trainer/tutor, other learners etc. • Clarifies reason for being at the course and identifies outcomes he/she wants to achieve • Etc.

You can see how the ACE Foundation Skills program will relate to cooking and be filled with cooking activities, sharing of food, swapping recipes etc. whilst at the same time addresses Foundation Skills.

BUT the intended learning of the program is predominantly related to oral communication skills, basic writing skills and raising awareness of self as a learner. Cooking is merely the catalyst to create interest and harmony amongst the learners and enable an inclusive, non-threatening learning environment to be created. Within this context, learners will be highly receptive to the development of new skills and will strive to master their learning as they want to be able to swap recipes, cook new dishes, share experiences etc. From the perspective of the learner they may simply be enjoying the cooking class,

HOWEVER the trainer has carefully crafted a program to enable a suite of skills to be learned and developed. He/she will be able to record development of learners aligned to the specific skills which form the targeted learning for the group as identified by the ACSF and the Foundation Skills identified and embedded into this program.

Recording Learner Progress

Could also be observation assessment for an accredited course.

Organisation name:				
Learner's name:				
Assessor's name:				
Competency standard:	Communicate with others in familiar and predictable contexts VBQU170 (CAAFH)			
Task/procedure observed:	This record sheet documents the observations of the trainer of the learner's participation and level of achievement throughout and upon conclusion of the ACE course.			
Criteria checklist				
Did the learner:		Yes	No	Date
1	Speak fluently –(links to learning outcomes 1 and 4)			
2	Convey meaning when speaking - (links to learning outcomes 1 and 4)			
3	Ask questions - (links to learning outcomes 1 and 3)			
4	Give own opinions - (links to learning outcomes 1 and 3)			
5	Disagree using courteous language and conventions (links to learning outcomes 1, 3 and 4)			
6	Follow instructions accurately – (links to learning outcomes 1, 3 and 4)			
7	Express feelings and emotions - (links to learning outcomes 1, 3 and 4)			
8	Use voice tones, different volumes according to context (links to learning outcomes 1, 3 and 4)			
9	Greet/farewell others with conventional language and actions (links to learning outcomes 1, 3 and 4)			
10	Make decisions – (links to learning outcomes 2 and 3)			
11	Fulfil own responsibilities within the team context (links to learning outcome 3)			
12	Accept responsibility for own actions - (links to learning outcome 3)			
13	Recognise personal challenges in communicating with others (links to learning outcome 3)			
14	Speak, using non-standard English - (links to learning outcomes 1, 3 and 4)			
15	Demonstrate an awareness of different communication strategies (links to learning outcome 3)			
16	Conveys clear meaning in written text – (links to learning outcome 2)			
17	Demonstrates a beginning understanding of the writing process (links to learning outcome 2)			

Progressive, qualitative anecdotal comments

Date	Content of observation
Reflective Practice	
The student may write a brief account of his/her experience in the training delivery	
Results	
Overall performance:	☐ Competent ☐ Needs further training
Feedback to candidate:	
Assessor signature:	Date:

YOUR TURN

Using the unit/s of competency upon which you are or will base your ACE course/s identify, name and align activities to the Foundation Skills you will target in your program.

First step

What is the purpose of your course? (see page 10 for example)

Second step

What are the course learning outcomes? (see page 10 for example)

Third Step

Complete the table on page 19.

Fourth Step

Complete the recording sheet on page 20.

ACSF Core Skill Employability Skill The two combined create Foundation Skill	Sample activities to develop the identified skill

RECORDING LEARNER PROGRESS

Could also be observation assessment for an accredited course.

Organisation name:				
Learner's name:				
Assessor's name:				
Competency standard:				
Task/procedure observed:				
Criteria checklist				
Did the learner:		Yes	No	Date
1				
2				
3				
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