



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

Course in Applied Vocational Study Skills

Essential information
about the
CAVSS Business
Rules



Building the workforce to meet the economic and community needs of
Western Australia

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Government of **Western Australia**
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and **Workforce Development**

ESSENTIAL INFORMATION ABOUT THE:

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**COURSE IN APPLIED VOCATIONAL STUDY SKILLS
BUSINESS RULES**



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

About this document

This document is intended to accompany the *CAVSS Business Rules (2021)*. It provides information for CAVSS teachers, managers, vocational lecturers and administrative support staff about how to prepare for and deliver CAVSS.

For further information contact:

Manager, VET Curriculum and Quality Assurance via RAC@smtafe.wa.edu.au or telephone on (08) 9442 8337

Or

Manager, Training Curriculum Services, T: 08 6551 5362 or E: trainingpackages@dtwd.wa.gov.au

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Introduction

A significant proportion of the adult population has “poor” or “very poor” literacy and numeracy skills¹. Therefore, a considerable proportion of students enrolled in vocational qualifications are likely to require some level of language, literacy or numeracy (LLN) support to develop and consolidate literacy and numeracy practices within their vocational training.

The Course in Applied Vocational Study Skills (CAVSS) is an accredited course designed to improve outcomes for students enrolled in vocational qualifications. The CAVSS model of providing LLN support is designed to displace the deficit approach underpinning most other forms of LLN delivery which focus on an individual’s lack of skills and attempts to provide de-contextualised, remedial support for skills development.

CAVSS uses a collaborative teaching approach to mainstream literacy support. It combines LLN teaching expertise with industry training expertise, as a means for teaching students enrolled in vocational qualifications to apply LLN skills to their training activities. CAVSS is always co-delivered with a vocational qualification. It is not a remedial LLN program.

CAVSS delivery is associated with improved module completion rates and reduced withdrawal rates. The effectiveness of the model lies in the direct and immediate relationship between the specific LLN support being given and what the students need to achieve to demonstrate the particular vocational competency being learned. For that reason, pre-prepared teaching materials developed for use in stand-alone LLN courses work against the effectiveness of CAVSS delivery. All of the teaching and learning resources must be generated for the vocational context.

Why CAVSS works

CAVSS provides concurrent LLN support to students enrolled in vocational qualifications using a prescribed team-teaching approach, that is - two teachers teaching the same group of students in the same place at the same time. This approach requires face to face (including virtual classroom) delivery with tuition delivered to groups of students. No other models of team-teaching are allowed for the delivery of CAVSS.

If CAVSS is delivered according to the prescribed model, and by suitably skilled and qualified teachers, it can significantly increase vocational qualification outcomes.

CAVSS works because team-teaching ensures that:

- literacy support is perceived as a normal part of vocational training; and
- the literacy support delivered is wholly relevant to the vocational training activities taking place.

¹ Australian Bureau of Statistics, 2013, Program for the International Assessment of Adult Competencies, Catalogue number 4228.0

What CAVSS isn't designed for

CAVSS is not intended to replace skilled lecturing staff delivering and assessing the components of training package qualifications or other accredited courses related to workplace communication and maths.

CAVSS is not an effective methodology where:

- students are working in a self-paced delivery mode from workbooks or externally;
- students are singled out or if CAVSS is associated with remediation;
- the whole group or a small number of individuals in the group, have more serious LLN skill gaps; or
- individual tuition is provided.

Central elements of CAVSS

The CAVSS course is based on the following key elements.

- CAVSS provides additional LLN support; **it is not a remedial literacy program.**
- CAVSS is most suited for students who do not have significant gaps in their learning.
- All CAVSS support is delivered face to face (including virtual classroom) to the whole group.
- CAVSS is student-centred and operates within the parameters of the vocational competencies, rather than being driven by a pre-determined set of LLN outcomes.
- CAVSS is designed for delivery in both theory and practical vocational training activities.
- The vocational qualification content and the students' learning needs guide the use of teaching and learning resources. (For that reason, pre-prepared teaching materials developed for use in stand-alone LLN courses work against the effectiveness of CAVSS delivery).
- CAVSS modules are always taught concurrently, never sequentially and none of the CAVSS learning outcomes are ever taught in isolation from each other or from other units or elements of competency in the vocational training.
- CAVSS is non-assessable. The LLN skills CAVSS students are taught are always skills that are integral to demonstrating competence in an industry context. Therefore, the only assessment instruments that are necessary are those that relate to the vocational qualification.
- All students are eligible for second and subsequent enrolments in CAVSS, subject to the Business Rules. Where necessary, CAVSS can be used to support students in their ongoing training.

Where CAVSS is flexible and where it is not

CAVSS is flexible in the following attributes:

- Students may be enrolled in any number of CAVSS modules up to a total of 100 Student Contact Hours (SCH) depending on need.

- Delivery may be applied to any accredited course or training package qualification. However, in Western Australia funding for CAVSS is only available when delivered with a training package qualification or accredited course at AQF level II and above.
- Students are eligible for re-enrolment in CAVSS, subject to the Business Rules.
- CAVSS can be delivered in conjunction with theoretical and practical elements of the vocational qualification.

CAVSS is **not** flexible in respect of the following requirements:

- Only suitably qualified and experienced literacy and/or numeracy teachers may deliver CAVSS.
- **All** CAVSS delivery must be provided face to face (including virtual classroom), using the prescribed team-teaching model, as defined in the Course Accreditation Document.
- The CAVSS curriculum hours must be fully utilised in delivering the prescribed team-teaching model. No adjustments can be made to reduce the number of hours taught in face to face delivery.

Alternatives when CAVSS isn't suitable

CAVSS may not meet the literacy support needs in every circumstance. The CAVSS model provides concurrent LLN support as an embedded component of vocational training. This model **is suitable** for students who do not have significant gaps in their learning.

Where the whole group or a small number of individuals have more serious LLN skills gaps, or require more intensive or individual tuition, providers should consider the:

- Course in Underpinning Skills for Industry Qualifications (USIQ);
- Certificates in General Education for Adults (CGEA);
- Certificates in Spoken or Written English (CSWE); or
- Certificates in English as an Additional Language (EAL).

Determining the need for CAVSS

The process used to determine the need for CAVSS delivery reverses the usual model used to justify additional support. The CAVSS model requires an experienced vocational lecturer to make an assessment of the 'fit' between the demands of the vocational qualification (language, concepts, skills, teaching and learning resources) and the LLN skills students possess. When there is not a good 'fit', then CAVSS support may be justified.

Initial assessments to determine individual LLN needs are unnecessary under the CAVSS model as the need for CAVSS is identified by analysing the difficulties inherent in the vocational qualification. Experienced vocational lecturers are usually able to point to the components of the vocational qualification students find difficult. This method of identifying need does not require students to be individually

assessed to discover their skills gaps. This saves time and money (good LLN assessments, conducted as interviews, are time-consuming and costly) and avoids the potential for stigmatising students and undermining their confidence by labelling them as having poor skills.

Team-teaching

The CAVSS model prescribes a single delivery mode: team-teaching. This is defined as two teachers teaching the same group of students in the same place at the same time. It takes two lecturers, working collaboratively and teaching in tandem, to deliver CAVSS. One of those lecturers, the CAVSS lecturer, contributes LLN teaching expertise, and the vocational lecturer contributes industry knowledge and training expertise. The two lecturers share the teaching responsibility during CAVSS sessions. This method of teaching can be described as tag-teaching. The tag-teaching partnership is the prescribed delivery method for CAVSS because it keeps the literacy support relevant to the vocational training and makes the support accessible for all students as they need it.

Tag-teaching:

- ensures that the LLN skills support is delivered to students on-the-spot, in direct application to the vocational training activities;
- removes the stigma associated with needing literacy or numeracy support;
- ensures students do not have to spend extra time in study to access that support; and
- establishes the value of collaboration as the basis for interaction in the learning environment.

The result of the collaboration should be that the students perceive LLN support as a standard part of the delivery.

The CAVSS model in practice

To deliver CAVSS, the CAVSS teacher comes into the vocational training environment for a few hours per week, or as agreed by the two lecturers, to teach the group alongside the vocational lecturer.

Generally, the lecturers tag-teach taking turns as the main instructor. During this time, the CAVSS teacher teaches or revises the LLN skills relevant to the vocational activities being taught during that session by the vocational lecturer, and consolidates the students' ability to apply these skills.

For example, if bricklaying students are being instructed on how to mark out footings for a structure, the CAVSS teacher revises and teaches students how to take, read and record measurements, either in a classroom setting if the vocational lecturer is using that setting, or on an actual site, if that is where the vocational instruction is taking place. If the lecturers know, or observe that students have limited measurement skills, then both lecturers might spend more time with the group, revising and teaching aspects of the metric system, measurement terminology, and

the use of estimation skills, still using the industry applications of the skills as the context.

In effect, both lecturers become involved in teaching. The CAVSS teacher teaches formal skills in application to the vocational activity, and the vocational lecturer teaches the vocational competencies with continued reference to the application of formal skills.

Implications for teachers' practice

CAVSS teachers decide what to teach on the basis of the vocational qualification content, advice from the vocational lecturer and their observations of students through training delivery. Teachers should not feel constrained by the contents of the CAVSS modules, nor should they treat the module contents as a list of learning outcomes or competencies that must be covered before training is completed.

Where vocational and CAVSS lecturers identify, for example, that the skills to measure or calculate demanded by the vocational qualification create significant problems for the students, they might choose to enrol students in those modules. But if they decide that two modules for each student in the group will not generate adequate CAVSS teaching hours, it does not matter which other modules are used for enrolment. If students end up needing a significant amount of CAVSS support because they are required to write assignments, even though they were originally enrolled in maths modules, the CAVSS teacher should deliver the support that the students need, regardless of the modules they are enrolled in.

Teaching a group of students

CAVSS is delivered to the whole group, just as the vocational qualification is, even though some students will inevitably make more use of each lecturer's time than others. The CAVSS teacher teaches all the students in the group how to consolidate and apply their LLN skills to the vocational training activity; and like all teachers, observes the group and provides more time or more explanation to individuals or small groups when needed.

Both lecturers teach all of the students in the group, and neither should allow themselves, or the other lecturer, to be perceived by the students as being there in a remedial capacity, or just for the students who have trouble keeping up with the group. CAVSS will not work if students are singled out, or if CAVSS is associated with remediation.

CAVSS with theory and practical activities

CAVSS delivery should not be limited to theory sessions, or while the students are doing literacy or numeracy-type activities. CAVSS can be delivered in both theory and practical vocational training activities, and where possible, should be delivered in a variety of training environments so that the CAVSS teacher can provide support in applying LLN-based skills in a range of industry training environments.

LLN difficulties can arise while students are doing theory-based units, while they are in the workshop, kitchen or salon, or on live work-sites (as long as they are being taught as a group). CAVSS should be scheduled for delivery with those units of the vocational qualification, identified by vocational lecturers as presenting difficulties for students, rather than being determined by the delivery location or type of activity.

CAVSS and assessments

CAVSS is non-assessable. The Course Accreditation Document stipulates that the delivery of CAVSS must not place extra assessment burdens on vocational students and prohibits the use of formal assessments other than those required for the vocational qualification.

Managing CAVSS

In large training providers, housing the CAVSS teacher within the vocational section can contribute significantly to their acceptance by the vocational lecturers and students. Co-location enables discussion, planning and collaboration to happen on informal and more structured levels. It makes it easy to talk to students, access vocational qualification materials, gain industry knowledge and provide advice to other vocational lecturers interested in CAVSS support. It creates an opportunity for the CAVSS teacher to be more than just theoretically part of the vocational team, and to break down some of the barriers which traditionally exist between academic and non-academic sections of the organisation.

Permission to deliver CAVSS

All RTOs must apply, in writing to South Metropolitan TAFE for permission to deliver CAVSS.

To request permission, please contact the Manager, VET Curriculum and Quality Assurance via RAC@smtafe.wa.edu.au or telephone on 08 9442 8337.

Please note, approval by South Metropolitan TAFE to deliver CAVSS does not guarantee the Department will fund an RTO to deliver the course. RTOs must apply to the Department for funding in accordance with the Business Rules (see Section 2).

About the CAVSS Business Rules

The CAVSS Business Rules provide information for:

- managers;
- trainers and assessors;
- data administration personnel; and
- internal auditors.

The Business Rules may also be used by VET regulators and funding agencies to audit training delivery.

In the context of Western Australian Invalid Enrolment audits, compliance with the Business Rules will help ensure that RTOs submit evidence in appropriate and standard formats for CAVSS which has different rules to the majority of vocational training products.

The Business Rules include references to the information management systems established for different funding programs managed by the Department. Providers using other data management systems should use equivalent processes that comply with the *Australian Vocational Education and Training Management Information Statistical Standard*.

The Business Rules also outline the conditions to be met by TAFE colleges when approving funding for CAVSS with their vocational qualifications as well as the requirements for private RTOs contracted by the Department, when applying for funds to deliver CAVSS.

CAVSS delivery outside of Western Australia

For RTOs delivering CAVSS outside of Western Australia, changes to the Business Rules may be negotiated, where necessary, to meet local systems, including student management, finance and auditing requirements. Where this is the case, RTOs should contact Manager, Training Curriculum Services, T: 08 6551 5362 or E: trainingpackages@dtwd.wa.gov.au.

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The CAVSS Business Rules

Section 1: Course rules

The course rules identify all of the critical course implementation features that constitute compliance with the requirements and principles for delivery of CAVSS. The course rules must be adhered to by all registered training organisations granted permission to deliver CAVSS.

Rule 1 – Enrolment

- 1.1 A student can only be enrolled in CAVSS when they are also enrolled in a nationally recognised training package qualification or accredited course that leads to a vocational outcome.
- 1.2 All students in the same vocational class must be enrolled in the same CAVSS modules.

Rule 2 – Planning

- 2.1 Outcomes of planning activity between the CAVSS teacher and vocational trainer and assessor must be documented.

Rule 3 – Delivery

3.1 Selecting CAVSS teachers

CAVSS teachers must be experienced, specialist teachers of literacy and numeracy with a substantial proven record of successful teaching, preferably with adults.

They must have at least five years' experience teaching literacy and/or numeracy to groups of students, some of whom will have been adults, as well as a relevant formal qualification.

The appropriate qualification for a specialist adult language, literacy and numeracy teacher is a post-graduate teaching qualification with one of the following specialisations:

- adult literacy/numeracy teaching;
- primary school teaching;
- secondary school teaching (English, maths, science or special education);
or
- Graduate Diploma of Adult Language, Literacy and Numeracy Practice (TAE70111 or TAE80113).

3.2 Professional development for CAVSS teachers

Where a new teacher is to start teaching CAVSS, the RTO must provide the new teacher with:

- a mentor who is an experienced CAVSS teacher;
- a copy of the *CAVSS Teacher's Handbook*;
- a copy of the *Essential information about the CAVSS Business Rules*; and
- professional development designed to ensure the key delivery (including the CAVSS team-teaching model) and reporting compliances are understood.

3.3 Team-teaching

CAVSS courses must only be delivered in the prescribed team-teaching mode, ie two teachers teaching the same group of students in the same place at the same time.

Only face to face delivery is permitted. This can include web-conferencing (virtual classroom) with synchronous interaction between teachers and a number of students, where the vocational unit of competency is being offered through this delivery method and students will not be disadvantaged. Non face to face delivery modes such as text-based, distance (external) or online delivery. Withdrawing students 'in the class' or from the class and separate tutorial sessions are not permitted.

3.4 Managers responsible for the CAVSS program

The manager responsible for the CAVSS program must ensure that the CAVSS teacher and vocational trainer and assessor have established an effective joint teaching practice and ensure that CAVSS teachers are undertaking an active teaching role in the class.

3.5 Teaching hours

Teaching hours generated by enrolments in CAVSS must be fully utilised in the delivery of face to face team-teaching, as defined in Business Rule 3.3.

3.6 Scheduling CAVSS

CAVSS must be scheduled for delivery with those units of competency identified in the vocational qualification, by vocational trainers and assessors, as presenting difficulties for students.

CAVSS modules must be taught concurrently, never sequentially or in isolation from the units or elements of competency in the vocational training.

3.7 Teaching resources

The CAVSS teacher's primary teaching resource must remain the vocational qualification content.

Rule 4 – Assessments

- 4.1 CAVSS modules are non-assessable.
- 4.2 Students must not be required to undertake initial and/or end of training literacy/numeracy assessments as part of the delivery of CAVSS. Initial assessments to determine individual language, literacy and numeracy needs are unnecessary as the need for CAVSS is identified by analysing the difficulties inherent in the vocational qualification.

Section 2: Eligibility criteria for funding to deliver CAVSS

These rules outline the eligibility criteria to receive funding from the Department of Training and Workforce Development to deliver CAVSS.

Rule 5 – Eligible qualifications

- 5.1 To be eligible for funding to deliver CAVSS, the course must be co-delivered with a certificate II level qualification or above, funded by the Department (excluding foundation skills and equity pathway courses).
- 5.2 Only vocational qualifications with a face to face delivery component are eligible for CAVSS funding (see rule 10.1).

Rule 6 – Maximum funding

- 6.1 The maximum number of CAVSS hours that will be funded to support a vocational qualification is 20% of the nominal hours specified in the vocational qualification with which it is co-delivered.
- 6.2 Subject to 6.1, students will only be funded for up to 100 nominal hours for CAVSS in any six month period over the course of the enrolment in the vocational qualification.
- 6.3 Where a RTO can show that students would be disadvantaged by limiting CAVSS delivery to 20% of the parent vocational qualification nominal hours, the RTO must document the circumstances and submit the request to the Department via training.markets@dtwd.wa.gov.au for approval.

Rule 7 – Enrolment conditions

- 7.1 Subject to Rule 6.1, students may be enrolled in up to 100 nominal hours for CAVSS in any six month period over the course of the enrolment in the vocational qualification.
- 7.2 Students can only be enrolled in the same CAVSS module once in any six-month period.
- 7.3 Students are entitled to second and subsequent enrolments in CAVSS.

Rule 8 – Applying for funding to deliver CAVSS – private RTOs

8.1 Private RTOs contracted by the Department to deliver vocational education and training can apply for funding to deliver CAVSS using the *CAVSS Request Form* (Proforma 2, see Attachment 2).

Section 3 Reporting rules for funded registered training organisations

These rules identify the reporting requirements that must be met by RTOs in receipt of funding from the Department of Training and Workforce Development to deliver CAVSS.

Rule 9 – Planning evidence

9.1 Outcomes of planning activity between the CAVSS teacher and vocational trainer and assessor must be documented.

For RTOs in receipt of funding from the Department, evidence of planning for the purposes of complying with a quality audit is provided via the:

- CAVSS Delivery Agreement Form for TAFE colleges, which must be made available to the Department upon request (Proforma 1, see Attachment 1); or
- CAVSS Request Form for private RTOs, which is submitted to the Department when applying for funding (Proforma 2, see Attachment 2).

Rule 10 – Delivery mode and location

10.1 Enrolments for CAVSS class groups must be identified as either Local Class or Self-paced Scheduled as all CAVSS delivery must be face to face .

Rule 11 – Class rolls

11.1 A CAVSS class roll must be created in compliance with an AVETMISS compliant enrolment system.

11.2 This roll is maintained by the CAVSS teacher for each session they teach and must include the:

- parent qualification code and title;
- CAVSS module(s) numbers/names for the period of enrolment;
- roll number(s) for the vocational units of competency/modules;
- date of each class co-delivered by the CAVSS teacher;
- start and finish times of each co-delivered class; and
- students present for the session (regardless of their interaction with the CAVSS teacher).

11.3 The CAVSS attendance roll must match the separate roll maintained for the vocational qualification and be retained for a minimum of two years.

Rule 12 – CAVSS teacher’s diary

12.1 To provide evidence of team-teaching, CAVSS teachers must keep a diary for each class group which identifies:

- the names of the CAVSS teacher and the vocational trainer and assessor;
- the vocational qualification and roll number co-delivered with CAVSS;
- the CAVSS modules delivered; and
- a statement confirming that the CAVSS modules were delivered holistically with the vocational unit of competence.

The following must be recorded in the diary for each lesson co-delivered for the class:

- the date of the delivery (must match CAVSS attendance roll)
- a brief record of the main teaching points for each CAVSS lesson.

Rule 13 – Recording student results

13.1 The usual process for recording student outcomes apply, even though CAVSS is non-assessable and no academic results or grades are given.

13.2 RTOs must indicate when a student:

- is participating in a CAVSS course;
- has completed;
- has formally or informally withdrawn; or
- has failed to engage in learning.

Section 1: Course rules

The course rules identify all of the critical course implementation features that constitute compliance with the requirements and principles for delivery of CAVSS. The course rules must be adhered to by all registered training organisations granted permission to deliver CAVSS.

RULE 1 – ENROLMENT

1.1 A student can only be enrolled in CAVSS when they are also enrolled in a nationally recognised training package qualification or accredited course that leads to a vocational outcome.

1.2 All students in the same vocational class must be enrolled in the same CAVSS modules.

EXPLANATION

Enrolment in the same CAVSS modules

The selection of modules should reflect the LLN demands of the vocational qualification and the predicted needs of the student group as a whole.

The content of the CAVSS modules provides a guide to possible LLN and study skills that might be delivered under CAVSS.

Delivery content is not mandated by the Course Accreditation Document. The CAVSS Accreditation Document provides for the content of CAVSS modules to be taught selectively when the selection is made with reference to the demands of the vocational qualification and the needs of the students.

The CAVSS modules are to be delivered concurrently as clustered modules **and** irrespective of the module content. The CAVSS teacher teaches the LLN skills required for the vocational qualification, regardless of the content of the CAVSS module.

It is not necessary to demonstrate that every student in a CAVSS group has been taught all of the content in all of the modules in which they are enrolled.

None of the CAVSS learning outcomes are ever taught in isolation from each other or from the units or elements of competency in the vocational training.

See Rule 5.1 for further information about eligible qualifications.

RULE 2 – PLANNING

2.1 Outcomes of planning activity between the CAVSS teacher and vocational trainer and assessor must be documented.

EXPLANATION

Processes for teachers and program managers

The decision to request additional support through CAVSS is one component of creating a Training and Assessment Strategy for a vocational qualification. This entails identifying the LLN skills required, implicitly or explicitly, in the vocational standards.

The CAVSS Delivery Agreement Form documents the decision to deliver CAVSS. It performs a number of functions:

- provides evidence that a teaching team has undertaken a collaborative planning process and that the CAVSS lecturer has a copy of the vocational course planning documents and resource materials;
- identifies the components of the industry course which will require the support of the CAVSS teacher;
- documents the request for additional hours/expenditure identifying how many CAVSS modules students will need to enrol in;
- in the State Training Provider context, the form allows the manager for Foundation Skills course funds to authorise expenditure; and
- in all training contexts, the form records a management decision that the additional expenditure is justified, that the program is viable and likely to improve student outcomes

This is the planning phase for CAVSS and is critical to the successful delivery of the course. The planning phase results in a documented request for a number of CAVSS teaching hours, being submitted to the training provider's course, program or contract manager (program manager).

It is the responsibility of program managers to ensure that the needs analysis process:

- begins with an expectation from both lecturers that CAVSS support will improve student outcomes because they understand that LLN must be addressed to promote success in learning and demonstrating competence;
- produces evidence that difficult concepts and processes in the vocational qualification have been identified and the planning document indicates how team-teaching will address these difficulties; and
- provides evidence that both lecturers acknowledge that their collaborative interaction in the classroom and in planning their joint teaching will have a tangible, positive impact on student well-being and learning.

Compliance with the requirements outlined above needs to be demonstrated as planning evidence when a quality audit is conducted.

RULE 3 – DELIVERY

3.1 Selecting CAVSS teachers

CAVSS teachers must be experienced, specialist teachers of literacy and numeracy with a substantial proven record of successful teaching, preferably with adults.

They must have at least five years' experience teaching literacy and/or numeracy to groups of students, some of whom will have been adults, as well as a relevant formal qualification.

The appropriate qualification for a specialist adult language, literacy and numeracy teacher is a post-graduate teaching qualification with one of the following specialisations:

- adult literacy/numeracy teaching;
- primary school teaching;
- secondary school teaching (English, maths, science or special education);
or
- Graduate Diploma of Adult Language, Literacy and Numeracy Practice (TAE70111 or TAE80113).

RTOs may make a special case to employ a CAVSS teacher who does not meet the requirements detailed above. Applications requesting an exemption to the specifications on staff skills will be considered by the Department of Training and Workforce Development on a case-by-case basis.

EXPLANATION

Generally, specialist teachers of literacy and numeracy to adults have acquired their skills and knowledge not only from a formal qualification but through varied professional practice and teaching experiences. They may have taught groups of students in more than one education sector, including the adult education sector, and have undertaken extensive and relevant in service training.

New graduates without substantial teaching experience are not eligible to teach CAVSS. The CAVSS role requires teachers to draw on a wide repertoire of literacy and numeracy teaching skills which they are confident in using in adult contexts. Skills and knowledge of this kind are learnt from extensive teaching experience which provides opportunities to understand more about how different people learn and the range of strategies that can be used to teach them. CAVSS teachers must be able to show that they have at least five years' experience teaching literacy and/or numeracy to groups of students, some of whom will have been adults, as well as a relevant formal qualification

How to ensure compliance

For compliance purposes, program managers **must** put processes in place to ensure that:

- selection processes identify that CAVSS teachers do have the necessary attitudes, knowledge and skills. This can be achieved by employing selection processes which offer LLN teachers the opportunity to demonstrate all of the skills and attitudes necessary for the effective delivery of CAVSS;
- teachers are given the opportunity to self-select out of delivering CAVSS without penalty, including after CAVSS delivery has started; and
- prospective CAVSS teachers are encouraged to take up professional development opportunities.

What makes an effective CAVSS teacher?

Industry, CAVSS teachers, program managers, and CAVSS students have provided information about the professional skills, knowledge and personal characteristics and attitudes that CAVSS teachers need to be effective.

The following skills and attitudes were identified as essential:

- very sound knowledge about LLN; an ability to immediately identify students' LLN-based skills gaps; diagnose what the student needs to work on; and adapt teaching and learning strategies and examples to reflect the vocational context;
- a flexible and informal approach to working with students;
- very good interpersonal skills;
- knowledge about, or an interest in finding out about, the vocational students, their goals, and abilities, and the type of industry and workplaces they would be entering after training;
- an understanding of the value of diverse literacy cultures that exist in different industries, workplaces and other non-academic environments. This includes a disinclination to be critical of non-academic industry literacy practices, and of the literacy, numeracy or teaching skills of the vocational lecturers;
- a willingness to be a learner in an industry environment, as a way of developing trust and rapport with the vocational students and to develop a more equal and mutually respectful learning environment;
- a willingness to recognise the students' skills and achievements in their non-academic endeavours; and
- a sound understanding of the CAVSS model and of their role in its delivery; and
- avoiding any type of behaviour that reminds students of aspects of school that did not meet their needs.

It may not be easy to find teachers who can fill this role. Some teachers have the skills and attitudes that equip them to effectively deliver CAVSS, and some teachers do not.

3.2 PROFESSIONAL DEVELOPMENT FOR CAVSS TEACHERS

Where a new teacher is to start teaching CAVSS, the RTO must provide the new teacher with:

- a mentor who is an experienced CAVSS teacher;
- a copy of the CAVSS Teacher's Handbook;
- a copy of the *Essential information about the CAVSS Business Rules*; and
- professional development designed to ensure the key delivery (including the CAVSS team-teaching model) and reporting compliances are understood.

EXPLANATION

Managers must ensure that a new CAVSS teacher is closely supported in establishing the team-teaching relationship. The manager must ensure that the roles and responsibilities outlined in the explanation for Business Rule 3.3 have been successfully established and the model is working as it should.

It is recommended that teachers selected to deliver CAVSS do not commence teaching before the RTO has provided professional development that covers the key delivery aspects of CAVSS team-teaching and the reporting requirements.

3.3 TEAM-TEACHING

CAVSS courses must only be delivered in the prescribed team-teaching mode, ie two teachers teaching the same group of students in the same place at the same time.

Only face to face delivery is permitted. This can include web-conferencing (virtual classroom) with synchronous interaction between teachers and a number of students, where the vocational course is being offered through this delivery method and students will not be disadvantaged. Non face to face delivery modes such as text-based, distance (external) or online delivery. Withdrawing students 'in the class' or from the class and separate tutorial sessions are not permitted.

EXPLANATION

What does team-teaching mean?

- The Course Accreditation Document defines team-teaching as two teachers teaching the same group of students in the same place at the same time. This type of delivery requires face to face delivery with tuition delivered to groups of students.
- The team-teaching partnership is the prescribed delivery method for CAVSS because it is the process that keeps the literacy support relevant to the vocational training, and which makes the support accessible for all students, as they need it. The result of the collaboration should be that the students perceive literacy and numeracy support as an unremarkable, standard part of the delivery. The CAVSS teacher may need to learn the content of the vocational qualification.

- The **CAVSS teacher may not** undertake any of the following activities as a component of their CAVSS delivery:
 - provide out-of-class, one-to-one remedial tuition for selected students;
 - provide assistance exclusively to an identified group within the class;
 - provide out-of-class tutorial sessions;
 - cover for the vocational lecturer who is absent from class;
 - provide support solely for the completion of assignments or assessment tasks; or
 - take sole responsibility for teaching components of the vocational qualification.

- The **CAVSS teacher should:**
 - establish a collaboration with the vocational lecturer for the purposes of planning, delivery and student management and welfare;
 - take turns with the vocational lecturer to instruct the group – this will also entail providing guidance to students individually or in small groups as does the vocational lecturer; and
 - teach students about the literacy and numeracy processes needed to learn and demonstrate vocational competencies.

- The **CAVSS teacher and the vocational lecturer should:**
 - plan the lessons they share and identify the roles each will take;
 - work together to identify the underpinning skills that need to be the focus of the CAVSS teaching;
 - interact with every student during every session;
 - avoid singling out students as the sole responsibility of, or no concern of, the CAVSS teacher;
 - by their behaviour, demonstrate to students that they share responsibility for the group and that the teaching team is focused on fostering success for students; and
 - consistently project the message that it is normal for all students to need literacy and numeracy support, because all students always do, and it has nothing to do with being ‘dumb’ or ‘hopeless’.

- **Program managers** will need to identify processes to ensure that the CAVSS teacher is taking a full collaborative role in teaching the class (see Rule 3.4).

▬

3.4 MANAGERS RESPONSIBLE FOR THE CAVSS PROGRAM

The manager responsible for the CAVSS program must ensure that the CAVSS teacher and vocational trainer and assessor have established an effective joint teaching practice and ensure that CAVSS teachers are undertaking an active teaching role in the class.

EXPLANATION

What does an active role for a CAVSS teacher look like?

The CAVSS teacher must take an active role in teaching the class. The CAVSS teacher may need to learn the content of the vocational course and must work with the vocational lecturer to identify the underpinning skills that may need to be the focus of the CAVSS teaching. Together the pair will need to plan the lessons they share and identify the roles they will take. The CAVSS teacher may at times teach the whole class and at other times actively initiative some or all of the following strategies:

- question, guide and assist students with in-class activities;
- model learning for students in class e.g. take notes, ask questions, check understanding etc;
- teach underpinning skills eg tips on giving a talk, transposing formulae, study skills etc;
- develop rapport with students so they request help when needed;
- make notes/draw diagrams on the board while the vocational lecturer is teaching or in discussion with the class;
- reinforce teaching already presented with individual/groups of students;
- monitor students' work and assist them in keeping on track with class work; and
- provide support for students while completing in class tasks.

The CAVSS teacher is not working optimally if they are not providing this level of support to all the students in the class.

Where the CAVSS teacher is unable to provide the optimum level of support to students, the program manager must review the opportunities for improving performance. As a last resort, consideration should be given to aborting the program since it is unlikely to be providing value for money and achieving the maximum educational effect.

Strategies to determine the effectiveness of the team-teaching relationship

The following strategies may be used to determine the effectiveness of the CAVSS program:

- requesting written feedback from vocational lecturers and students; and
- reviewing program outcomes such as attendance, module completion rates, number of students needing to re-take assessments and the like.

3.5 TEACHING HOURS

Teaching hours generated by enrolments in CAVSS must be fully utilised in the delivery of face to face team-teaching, as defined in Business Rule 3.3.

EXPLANATION

What teaching hours can and can't be used for

CAVSS managers must ensure that all of the hours generated by enrolments in CAVSS modules are scheduled as in-class teaching. If students are enrolled in 60 curriculum hours, then 60 hours of CAVSS teaching must be timetabled and delivered.

CAVSS can be delivered face to face to groups of students undertaking theory and practical vocational training activities.

CAVSS teaching hours may not be used for developing assessment tools, or training materials, or relieving vocational lecturers, or setting up a learning centre model, or promoting the course or delivering one-to-one tuition.

Collaboration between vocational and CAVSS lecturers should be given priority when deciding how to use the non-teaching time generated by CAVSS enrolments.

3.6 SCHEDULING CAVSS

CAVSS must be scheduled for delivery with those units of competency identified in the vocational qualification, by vocational trainers and assessors, as presenting difficulties for students.

CAVSS modules must be taught concurrently, never sequentially or in isolation from the units or elements of competency in the vocational training.

EXPLANATION

The selection of modules should reflect the LLN demands of the vocational qualification and the predicted needs of the student group as a whole.

The content of the CAVSS modules provides an example of the LLN and study skills that might be delivered under CAVSS.

Delivery content is not mandated by the Course Accreditation Document. The CAVSS Accreditation Document provides for the content of CAVSS modules to be taught selectively when the selection is made with reference to the demands of the vocational qualification and the needs of the students.

The CAVSS modules are to be delivered concurrently as clustered modules **and** irrespective of the module content. The CAVSS teacher teaches the LLN skills required for the vocational qualification, regardless of the content of the CAVSS module.

It is not necessary to demonstrate that every student in a CAVSS group has been taught all of the content in all of the modules in which they are enrolled.

None of the CAVSS learning outcomes are ever taught in isolation from each other or from the units or elements of competency in the vocational training.

Timetabling

Timetable changes need not affect CAVSS delivery. If the vocational lecturer changes their timetable, or takes the students to a worksite, the CAVSS teacher should go along with the changed plans. These are opportunities to get involved with the students' practical training activities and to teach literacy and numeracy in a practical industry environment. This is also an opportunity for the CAVSS teacher to increase their knowledge of the industry, and to learn some skills from the students.

Over a semester the content from all of the relevant CAVSS modules could be covered on one or more occasion and to one or more students. There is no requirement to cover all the CAVSS content with all of the students. Adjustments are made to target teaching in the areas where it is most needed.

The group of students and the clustered CAVSS modules are to be considered as single entities for both educational and accountability purposes.

It is not intended that each separate CAVSS module will be delivered at a fixed time during the semester.

To accommodate the flexible, responsive, student-centred nature of the CAVSS model, there is no requirement that session times should be scheduled. However, session dates must be recorded on the attendance rolls

3.7 TEACHING RESOURCES

The CAVSS teacher's primary teaching resource must remain the vocational qualification content.

EXPLANATION

Why CAVSS won't work with pre-prepared teaching materials

CAVSS teaching aims to revise and consolidate students' LLN skills on-the-spot as students need to apply them to vocational training activities. This approach is student-centred and operates within the parameters of the vocational competencies, rather than being driven by a pre-determined set of LLN outcomes such as those found in general education or Teaching English to speakers of other languages (TESOL) courses.

The effectiveness of the model lies in the direct and immediate relationship between the specific language/literacy/numeracy support being given and what the students need to achieve to demonstrate the particular industry competency being learned. The CAVSS model maintains a high level of relevance between CAVSS support, the vocational content and application, and the individual learning needs of each student. For many students, this approach to teaching makes the connection for them, between the formal skill and its use in their practical training.

For that reason, pre-prepared teaching materials developed for use in stand-alone LLN courses work against the effectiveness of CAVSS delivery. All of the teaching and learning resources must be generated for the vocational context.

Individual teachers will no doubt accumulate a bank of ideas, examples and activities that proved useful for CAVSS teaching in the context of different vocational qualifications. The most effective resources are those that the CAVSS teacher and vocational lecturer develop together so that they reflect industry knowledge and concepts, values, communication regimes and problem-solving techniques.

RULE 4 – ASSESSMENTS

4.1 CAVSS modules are non-assessable.

4.2 Students must not be required to undertake initial and/or end of training literacy/numeracy assessments as part of the delivery of CAVSS. Initial assessments to determine individual language, literacy and numeracy needs are unnecessary as the need for CAVSS is identified by analysing the difficulties inherent in the vocational qualification.

EXPLANATION

Why CAVSS is non-assessable

CAVSS is a model for providing literacy support as part of a vocational qualification; there is no separate literacy qualification associated with CAVSS delivery. Because no qualification is awarded for CAVSS, there is no necessity to create CAVSS assessments.

The Course Accreditation Document stipulates that CAVSS delivery must not impose extra assessment burdens on vocational students. There are no CAVSS assessments, and students enrolled in CAVSS undergo only those assessments already required by the vocational qualification.

This requirement results in CAVSS not being shown on academic records, with the benefit of avoiding concerns some students may have about being identified as requiring literacy support.

Initial and/or end of training literacy/numeracy assessments

Students must not be singled out on the basis of their individual literacy or numeracy skills. The identification of need is conducted by analysing the difficulties inherent in the vocational qualification, not the deficits of the individual.

There is no credential to award for CAVSS, so there is no necessity to deliver assessments to determine competence and, by extension, no requirement to develop an Assessment Plan. (CAVSS will be a component of the Training and Assessment Plan for its parent vocational qualification.)

Experienced vocational lecturers are always able to identify aspects of the vocational qualification that students are likely to struggle with. This method of determining need has two important effects: no individual student is singled out as being deficient, and additional resources are made available for delivery.

Section 2: Eligibility criteria for funding to deliver CAVSS

These rules outline the eligibility criteria to receive funding from the Department of Training and Workforce Development to deliver CAVSS.

RULE 5 – ELIGIBLE QUALIFICATIONS

- 5.1 To be eligible for funding to deliver CAVSS, the course must be co-delivered with a certificate II level qualification or above, funded by the Department (excluding foundation skills and equity pathway courses).
- 5.2 Only vocational qualifications with a face to face delivery component are eligible for CAVSS funding (see rule 10.1).

FURTHER INFORMATION

Qualifications that will not be funded for delivery with CAVSS

In Western Australia, funding will not be provided for CAVSS delivered:

- with any vocational qualification not funded by the Department;
- as the support program for any course appearing on the *Foundation Skills List* published by the Department;
- with pathway qualifications on the Department's *Equity Course List*, or
- with AQF Certificate I qualifications.

Vocational qualifications which have a high level (over 80%) of external delivery are not eligible for CAVSS funding.

Priority funding

Under *Jobs and Skills WA*, eligible students enrolled in Certificate II, III and IV vocational qualifications are prioritised for access to CAVSS. Diploma and Advanced Diploma qualifications are also eligible where the budget permits.

RULE 6 – MAXIMUM FUNDING

- 6.1 The maximum number of CAVSS hours that will be funded to support a vocational qualification is 20% of the nominal hours specified in the vocational qualification with which it is co-delivered.
- 6.2 Subject to 6.1, students will only be funded for up to 100 nominal hours for CAVSS in any six month period over the course of the enrolment in the vocational qualification.
- 6.3 Where an RTO can show that students would be disadvantaged by limiting CAVSS delivery to 20% of the parent vocational qualification nominal hours, the RTO must document the circumstances and submit the request to the Department via training.markets@dtwd.wa.gov.au for approval.

EXPLANATION

Minimising CAVSS hours

The CAVSS curriculum hours are to be fully utilised so that each student receives the benefit of a team-teacher for all of the CAVSS hours in which they are enrolled.

The decision about how many CAVSS modules should be used for enrolment in a particular group should be based on a calculation of how many CAVSS teaching hours will be needed. This decision is one that can only be made in consultation with experienced vocational lecturers who can estimate the need for the CAVSS teacher.

Funds available for the delivery of LLN training in Western Australia are limited. If training providers routinely enrol students in the maximum hours, resources will be used up that might otherwise be used to assist a greater number of students to pass their vocational qualification. Not all student groups will require the maximum number of hours (100). The CAVSS modules are small (10 or 20 hours) to allow for the greatest flexibility in the allocation of funding. If training providers use funds to deliver CAVSS in a frugal manner, they will be able to improve Module Load Completion Rates across a wider range of vocational qualifications.

RULE 7 – ENROLMENT CONDITIONS

- 7.1 Subject to Rule 6.1, students may be enrolled in up to 100 nominal hours for CAVSS in any six month period over the course of the enrolment in the vocational qualification.
- 7.2 Students can only be enrolled in the same CAVSS module once in any six-month period.
- 7.3 Students are entitled to second and subsequent enrolments in CAVSS.

EXPLANATION

A student's entitlement to second and subsequent enrolments in CAVSS is limited by the requirement that CAVSS delivery must constitute no more than 20% of the nominal hours in the vocational qualification with which it is delivered (see Rule 6).

RULE 8 – APPLYING FOR FUNDING TO DELIVER CAVSS – PRIVATE RTOS

8.1 Private RTOs contracted by the Department to deliver vocational education and training can apply for funding to deliver CAVSS using the CAVSS Request Form (Proforma 2, see Attachment 2).

EXPLANATION

Requests for funding

Before requesting funding for CAVSS delivery the program manager should be satisfied that the conditions necessary for the successful delivery of CAVSS can be met within the organisation.

Note: Funding for CAVSS will only be approved by the Department when it has evidence that the proposed training program has been designed to provide a learning experience likely to maximise outcomes for the student group.

Should training providers decide to deliver CAVSS before funding approval has been obtained, they do so at their own risk.

What do the conditions for successful delivery look like?

Successful delivery is indicated by improved outcomes in the delivery of the vocational qualification.

Minimum conditions for the successful delivery of CAVSS include:

- a delivery environment where students are being taught as a group;
- a clear understanding and acceptance from all parties that CAVSS delivery requires team-teaching and does not allow for testing of individual students;
- availability of staff with the relevant knowledge, skills and attitudes to teach CAVSS as specified in the Course Accreditation Document;
- opportunities for vocational lecturers to access professional development and support to enable them to participate in team-teaching; and
- an issues resolution process that quickly identifies problems and non-compliances that are likely to undermine the function of collaborative teaching and reduce the likelihood of improved outcomes for students.

Program managers should be prepared to discontinue CAVSS delivery if successful collaborative team-teaching relationships are not able to be established.

Section 3 Reporting rules for funded registered training organisations

These rules identify the reporting requirements that must be met by RTOs in receipt of funding from the Department of Training and Workforce Development to deliver CAVSS.

RULE 9 – PLANNING EVIDENCE

9.1 Outcomes of planning activity between the CAVSS teacher and vocational trainer and assessor must be documented.

For RTOs in receipt of funding from the Department, evidence of planning for the purposes of complying with a quality audit is provided via the:

- CAVSS Delivery Agreement Form for TAFE colleges, which must be made available to the Department upon request (Proforma 1, see Attachment 1);
or
- CAVSS Request Form for private RTOs, which is submitted to the Department when applying for funding (Proforma 2, see Attachment 2).

RULE 10 – DELIVERY MODE AND LOCATION

10.1 Enrolments for CAVSS class groups must be identified as either Local Class or Self-paced Scheduled as all CAVSS delivery must be face to face .

EXPLANATION

Management tip

External (correspondence) rolls are not appropriate for CAVSS, even if the parent vocational qualification is created as Flexible Delivery, because CAVSS must be delivered in a face to face mode.

Identifying separate student groups ensures that separate attendance records can be kept by each CAVSS teacher.

RULE 11 – CLASS ROLLS

11.1 A CAVSS class roll must be created in compliance with an AVETMISS compliant enrolment system.

11.2 This roll is maintained by the CAVSS teacher for each session they teach and must include the:

- parent qualification code and title;
- CAVSS module(s) numbers/names for the period of enrolment;
- roll number(s) for the vocational units of competency/modules;
- date of each class co-delivered by the CAVSS teacher;
- start and finish times of each co-delivered class; and
- students present for the session (regardless of their interaction with the CAVSS teacher).

11.3 The CAVSS attendance roll must match the separate roll maintained for the vocational qualification and be retained for a minimum of two years.

EXPLANATION

Keeping class rolls

In almost every situation, students will be enrolled in more than one CAVSS module, and these modules will be delivered concurrently. In these cases, a group attendance roll is the most practical way to maintain adequate attendance records.

- Where enrolment systems produce a separate, hard copy attendance roll for each module, this involves stapling all of the attendance rolls together and keeping a record of each CAVSS session on the uppermost roll, regardless of the nominated module.
- The lecturer should make a note on the uppermost roll that the record is for the 'following modules' and list all the relevant CAVSS module numbers.
- A single record of all delivery for each group can be kept on one form. Include the date and time of the CAVSS contact and the name, roll numbers and location of the vocational qualification.
- The CAVSS roll should not identify the module or content taught to an individual student in any given session. CAVSS modules are designed to be delivered **concurrently** and **holistically**; sometimes to the whole group, or to individual students or small groups. This is determined by their particular learning needs on that occasion. CAVSS modules must be delivered in an integrated way, and what is taught and when, is determined entirely by student need.

Electronic roll systems, such as the Lecturer Portal, may automatically produce a master attendance roll when the module enrolments are entered as clustered.

As there are no separate and discrete assessments for CAVSS, the training provider must be able to provide other proof that students have been effectively engaged in learning. This 'proof' is demonstrated through carefully maintained attendance rolls and the CAVSS teacher's diary. This evidence is particularly important because this course will come under greater scrutiny since CAVSS modules are almost always clustered and delivered concurrently.

Demonstrating compliance

Attendance records for CAVSS class groups are the primary source of documentary evidence to support the claim of engagement in learning and also to demonstrate that the training provider has scheduled and delivered as face to face team-teaching for all of the CAVSS curriculum hours associated with the modules that the students are enrolled in.

RULE 12 – CAVSS TEACHER’S DIARY

12.1 To provide evidence of team-teaching, CAVSS teachers must keep a diary for each class group which identifies:

- the names of the CAVSS teacher and the vocational trainer and assessor;
- the vocational qualification and roll number co-delivered with CAVSS;
- the CAVSS modules delivered; and
- a statement confirming that the CAVSS modules were delivered holistically with the vocational unit of competence.

The following must be recorded in the diary for each lesson co-delivered for the class:

- the date of the delivery (must match CAVSS attendance roll)
- a brief record of the main teaching points for each CAVSS lesson;

EXPLANATION

Guide to keeping a teacher’s diary

The CAVSS teacher’s diary and the CAVSS Delivery Agreement Form/CAVSS Request Form constitute the Delivery Plan for CAVSS and can be used as documentary evidence of compliance with the requirements set out in the *Course Accreditation Document*.

There is no necessity, when keeping a diary, to record teaching points with individual students in the class or to create written evidence that every student was specifically taught something from each module in every session.

An example of a CAVSS teacher’s diary is shown at Attachment 1.

RULE 13 – RECORDING STUDENT RESULTS

13.1 The usual process for recording student outcomes apply, even though CAVSS is non-assessable and no academic results or grades are given.

13.2 RTOs must indicate when a student:

- is participating in a CAVSS course;
- has completed;
- has formally or informally withdrawn; or
- has failed to engage in learning.

EXPLANATION

There are two possible resulting outcomes that are needed for the AVETMISS collection.

- A student attended to the end of the module in which case the following outcome is recorded: Non-assessable Enrolment – Satisfactorily Completed (AVETMISS code 81.)
- A student withdrew or discontinued in which case the following outcome is recorded:
Non-assessable Enrolment - Withdrawn or Not Satisfactorily Completed (AVETMISS code 82.)

In addition, training providers may be required to report other student outcomes as a condition of their funding contract.

In Western Australia, Department funded private training providers are required to report student outcomes.

Possible options include:

- students who have never attended the vocational qualification during the time that the CAVSS teacher is team-teaching must be entered as 'never commenced – no participation' for CAVSS. These students will not be funded.
- students who leave the vocational qualification early and who were enrolled in a number of CAVSS modules covered by a clustered roll must be entered as 'never commenced' against CAVSS modules for which no hours have been delivered to the student.

If you would like further information, visit [Jobs and Skills WA | Department of Training and Workforce Development](#).

CAVSS TEACHERS DIARY TEMPLATE

CAVSS: National Code: 52823WA

TAFE ID:

CAVSS teacher:	Vocational trainer and assessor:
Industry course name:	Vocational roll numbers:
CAVSS modules: <small>These modules are delivered holistically.</small>	CAVSS clustered roll numbers:

Date	Class activities	Comments



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

CAVSS Reaccreditation 2017 CAVSS Course Document (TAC approved)

Course Document – Course in Applied Vocational Study Skills

Office use only

Course Code:	52823WA	Course Title:	Course in Applied Vocational Study Skills (CAVSS)
Accreditation:	From <u>11</u> / <u>5</u> / 2017 to <u>30</u> / <u>4</u> / 2022		
Agenda Item	241/17/2.2b(i)	TRIM	2017/15294
Version/ Release no.	1	Amended on (if applicable)	

Course Specifications

Application Type: Accreditation
 Re-accreditation: National Code: 52626WA
 Expiry date: 30/03/2017

Section A: Copyright and course classification information

1. Copyright Owner of the Course

Legal Entity/Individual who owns copyright:	South Metropolitan TAFE
Trading name:	As above
Provider number (if RTO):	52787

2. Proponent Contact Details

Name of person:	Jamie Drew
Street address:	1 Fleet Street Fremantle WA 6160
Postal address: (if different from street)	As above
Telephone:	08 9442 8302
Fax:	08 9442 8314
Email address:	Jamie.drew@smtafe.wa.edu.au

3. Copyright Acknowledgement

Not applicable.

4. Licensing and Franchising

This course is available for use free of charge to all RTOs. A set of protocols and procedures is issued by the Department of Training and Workforce Development under the title of *CAVSS Business Rules* and *Essential information about the CAVSS Business Rules*.

The current version of these documents will be published on <http://www.dtwd.wa.gov.au> under the Training Providers section.

The *CAVSS Business Rules* and *Essential information about the CAVSS Business Rules* provide clarity for RTOs about requirements for:

- determining student eligibility
- the required team teaching delivery model
- staff selection
- professional development for staff
- requirements to maintain enrolment and completion data.

The *CAVSS Business Rules* identify all of the critical course implementation features that constitute compliance with the course rules and principles of delivery.

Permission will not be granted for the modules in the course to be imported into assessable accredited courses.

5. AVETMISS Information

ASCED (Field of Education):	1201 General Education
ANZSCO Code:	All
ANZSIC Code:	All
ASCO Code:	All

Section B: Course Information

1. Nomenclature

Name of course:	Course in Applied Vocational Study Skills (CAVSS)
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2. Vocational or educational outcomes of the course

The purpose of this course is to assist students enrolled in vocational training to achieve and demonstrate industry competencies by providing opportunities for them to develop, consolidate and apply literacy or numeracy-based skills in vocational learning and assessment activities. Students have:

- opportunities to develop and/or apply the necessary foundation literacy or numeracy-based skills to support successful development of industry competencies on-site and/or in class and
- support to meet the literacy or numeracy-based demands of the teaching and assessment methodology and resources.

This course mandates that two teachers to teach the same group of students in the same place at the same time. One teacher is a specialist industry trainer; the CAVSS teacher is a specialist literacy and/or numeracy teacher. By this team-teaching method, the outcomes of the industry course are improved and the potential for improved learning for every student in the group is provided. No other delivery methodology is permitted.

While the course will be treated as a separate entity for the purposes of enrolment and funding, for the purpose of teaching and learning it will be delivered as an integral component of the industry course. A defining characteristic of this delivery methodology is that the CAVSS teacher and the vocational trainer and assessor together make decisions about which components of the CAVSS course will be delivered in any given learning environment. These decisions are not driven by the content of the CAVSS modules in which the students are enrolled. Instead the particular needs of the students engaging with the particular challenges of a learning event or environment are put at the centre of decisions about what literacy or numeracy skills will be taught, re-taught or revised for the purposes of application in an industry context on any given day. The CAVSS teacher may teach whichever literacy or numeracy skills are required regardless of the content of the CAVSS modules that the student is enrolled in.

This student-centred principle and its attendant demand for flexibility must be reflected in all the documents and processes that are used for the management of courses. It is not appropriate to write a Delivery and Assessment Strategy or to construct a Delivery Schedule for a CAVSS course. CAVSS delivery is one component of the Delivery and Assessment Strategy for its parent vocational course. CAVSS delivery is a means of addressing the needs of individuals in the delivery of the vocational course. The appropriate documentation providing evidence of CAVSS planning is the CAVSS Delivery Agreement Form – TAFE Colleges or the CAVSS Request Form – Private RTOs (See Business Rule 9.1).

No separate qualification is issued as a result of delivering this course. A student may only be enrolled in CAVSS as a second or 'dual' enrolment with an industry qualification. The industry qualification is the 'parent' course with which CAVSS is delivered. CAVSS may be delivered with industry qualifications at all AQF levels.

3. Development of the Course

3.1. Industry/enterprise / community needs:

This course:

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification;
- is not a sub-set of a single training package qualification that could be recognised through one or more statements of attainment or a skill set;
- does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification; and
- does not comprise modules that duplicate the units of competency of a training package qualification.

The Department of Training and Workforce Development, as the Western Australian State Training Authority, has identified the need for this course. The course addresses a national priority for the vocational, education and training sector to improve language, literacy and numeracy outcomes as integral components of vocational training qualifications. This course was established by the Department in 2000 to implement national policy objectives and has been in continuous use since. Each year the enrolments in this course increase:

	CAVSS Course Enrolments
2015	8,516
2014	10,031
2013	8,026
2012	7,335
2011	6,730
2010	5,978
2009	6,057
2008	5,530

This course provides the Department with a mechanism to distribute resources for embedded language, literacy and numeracy (LLN) training across the training market and, at the same time, encourage RTOs to improve the quality of their teaching and learning practices in vocational programs. Evidence that the course is generating improved practice can be drawn from the AVETMISS student enrolment and completion data. CAVSS is currently delivered with a wide range of vocational qualifications, including employment and institutional based programs and at every level of the AQF from Certificate I to Advanced Diploma. An analysis of AVETMISS outcomes data suggests that CAVSS is

associated with an increased module completion rate of three per cent when compared with vocational modules delivered without CAVSS support. The evidence for improved course completions is even more encouraging particularly at Certificate III and Certificate II levels.

CAVSS is also associated with a reduction in student withdrawal and this quantitative indicator is supported by the anecdotal data that associates CAVSS delivery with increased student motivation, resilience and engagement.

Indication of on-going need from external stakeholders

There was a very high degree of consensus among Registered Training Organisations (RTOs) consulted about the on-going need for such a program. A great many individual respondents indicated that the need for effective LLN support in vocational training was likely to increase because of the following trends:

- students with poor literacy and numeracy move from school to take up a VET qualification and then find quite high academic levels are required
- students who have an unsuccessful education background and are anxious and fearful in traditional classes for whom CAVSS provides a positive educational experience
- increasingly multi-cultural society and many international students
- return to education or retraining by adults who need support
- tighter entry requirements to VET qualifications as funding targets skills that lead to employment in areas required by industry
- opportunities for low-skilled employment significantly reduced.

Training package overlap

The Foundation Skills Training Package (FSK) was developed in 2012. However the training package developers have indicated that the FSK is not intended to take the place of established programs. The structure of the FSK is characterised by:

- discrete units derived from a hierarchical assessment framework (ACSF); and
- the requirement to assess outcomes from each unit and report on literacy and numeracy outcomes using the ACSF descriptors.

These two features demonstrate that the FSK does not replicate the functionality, structure or purpose of CAVSS. The CAVSS course conceptualises literacy and numeracy as situated or contextualised practices that are different in each application. This is a point of contrast with the FSK which conceptualises literacy and numeracy as discrete skills that can be taught and measured in isolation.

The CAVSS course defines a teaching methodology that ensures that literacy and numeracy development is always keyed to the industry applications that students are learning and does not refer to de-contextualised skills or a schematised curriculum. The FSK, as with other training packages, does not stipulate or even provide for, a delivery methodology that fosters a 'social practice' approach to literacy and numeracy learning.

The CAVSS course recognises that there is a powerful stigma attached to having poor literacy and numeracy performance and that this constitutes a barrier for people to access support. By contrast, the FSK foregrounds the need for assessment of individuals, identification of individual deficiency, and

	<p>requires individuals to participate in targeted literacy and numeracy as remedial activities.</p> <p>The CAVSS course has established implementation processes and protocols which put the student at the centre of delivery decisions. These protocols and processes have proven to be robust tools for management of funding and for establishing improved practices for teaching and learning. The Department of Training and Workforce Development has nominated CAVSS as a priority skills program suitable to meet the needs of mainstream vocational courses which would benefit from additional learning support.</p>
<p>3.2. Review for re-accreditation:</p>	<p>Feedback has been received from the following groups in the Western Australian VET sector:</p> <ul style="list-style-type: none"> • CAVSS teacher/managers – 37 respondents • Vocational trainers and assessors – 43 respondents • students – 38 respondents <p>Responses were received from 10 State Training Providers (prior to sector restructure in April 2016 which merged 11 public training providers into five TAFE Colleges), four TAFEs (post restructure) and two RTOs. The respondents were a mix of regional and metropolitan RTOs.</p> <p>CAVSS teacher/managers respondents 37 CAVSS teacher/managers responded. 85% were working in organisations where CAVSS has been delivered for more than five years with 7% in organisations where CAVSS had been delivered for less than one year. CAVSS was delivered across a range of training packages with the top reported study areas (receiving 10 or more responses) being Business Services, Community Services, Health and Tourism, Travel and Hospitality.</p> <p>Vocational trainers and assessor respondents 43 Industry Lecturers responded to the survey. 59% of respondents had used CAVSS in 2016 and 20% had used CAVSS in 2015. A significantly smaller number had used CAVSS for longer, 8% in 2014 and 7% in 2013.</p> <p>The qualification level where CAVSS was most commonly used was Certificate III at 59%, 23% in Certificate II and 16% in Certificate IV. Only 1.5% of respondents had used CAVSS for Diploma students.</p> <p>CAVSS was reported as being used for 38 qualifications, with the highest reported area of use in Business and Business Administration (42%), Automotive 7%, Music 7%, Accounting (Bookkeeping) 4%, Information Technology 3%.</p> <p>The most often reported group where CAVSS was used were mixed groups 54.71%, Year 1 apprenticeships 16.5% and pre-apprentices 15.54%.</p> <p>CAVSS was most often delivered for one semester (52.67% of responses), two semesters (28.26%) and up to 10 weeks (11.32%). CAVSS was used for four or more semesters by only 4% of respondents.</p> <p>Student respondents Feedback was received from 38 students. 81% agreed or strongly agreed that the support had helped them in their studies and 89% that the support was relevant to their course. 87% agreed or strongly agreed they would like a CAVSS teacher in future courses, and 89% that they would recommend that vocational trainers and assessors get a CAVSS support teacher for their classes.</p>

The following points were made consistently by students, vocational trainers and assessors and CAVSS teachers:

- CAVSS works because it integrates seamlessly with the vocational class. Teaching LLN in the context of the vocational qualification maximises the effectiveness of the teaching and cost-effectiveness of the delivery.
- Students receive discrete and efficient LLN support at the moment of need, within a vocational context without additional demands or assessment.
- Students benefit from having concepts, methods and techniques explained to them in different ways using simpler vocabulary and alternative, concrete examples.
- Students see the CAVSS teacher as a less formal figure and are more comfortable and trusting in asking them questions. The CAVSS teacher's presence contributes to a classroom that is more relaxed, engaging, positive and fun.
- There are higher levels of positive dialogue in classes with CAVSS support, which students enjoy. Students see the dialogue of negotiation between teachers and realise that this interaction is a normal part of adult learning.
- The CAVSS model improves student outcomes, increases student confidence and results in improved rates of student retention. Students don't have to wait as long for help, are less frustrated, more focused and contribute more in class.
- The CAVSS teacher works with the entire class to understand vocational concepts. Even those who did not directly benefit commented they were happy to have the classroom support as it helped others to keep up with the content.
- CAVSS reduces stress and allows better management within the class, particularly among groups with mixed abilities and with staggered starts.
- The additional support, an extra pair of eyes, hands and some different perspectives is appreciated by the students and the vocational trainer and assessor.
- The overwhelming majority of students agree or strongly agree that literacy/numeracy support helped in their studies and that it was relevant to their course.

Other comments, from both vocational trainers and assessors and CAVSS teachers, related to enhancements in professional practice offered by the CAVSS model:

- The team-teaching model is valued and supported by the CAVSS teachers and vocational trainers and assessors.
- Vocational trainers and assessors forget the complexity of their subject and appreciate the CAVSS teacher asking questions, breaking down the content into simpler, easier to understand blocks. Feedback from the CAVSS teacher helps the vocational trainers and assessors to better target areas needing more work.
- The team-teaching is a model that benefits students and vocational trainers and assessors who can acquire new teaching strategies and tactics.

- Many come to recognise the wealth of teaching/education experience the CAVSS teacher brings to the class and the different strategies CAVSS teachers role model (and demonstrate to the vocational trainers and assessors) however can feel uncomfortable with another person in ‘their’ classroom and take a while to understand the model.

Suggestions for change

The overwhelming majority of respondents indicated that the course was well designed and fit for purpose. There were a small number of changes suggested. These are listed and discussed below.

The role of the CAVSS teacher

Some vocational trainers and assessors misunderstand the role of the CAVSS teacher and sometimes expect them to act as a teacher’s assistant. The CAVSS teacher is not always well-utilised. Given time, these issues are usually resolved but information targeting vocational trainers and assessors may improve this process. Business Rule 3.4 outlines the role of CAVSS program managers in ensuring that an effective team-teaching relationship is established.

Singling out students

One vocational trainer and assessor suggested that sometimes individual students do need to be singled out and provided with extra support. The CAVSS model does not provide for one to one or small group tuition. There are three reasons for this, two of these reasons are educational and one is financial:

- The CAVSS team-teaching model is designed to displace the deficit approach underpinning most other forms of LLN support (the deficit approach conceptualises the individual’s lack of skills as the source of the problem and attempts to provide de-contextualised, remedial support for skills development);
- The team-teaching model is based on an understanding of literacy as social practice, building on a body of literature known as the New Literacy Studies, which recognises that both literacy and numeracy practices are complex, context-bound and highly varied (as opposed to a discrete set of skills); small groups or one to one teaching is not able to capitalise on the strengths of a social practice approach which frames language and learning as social processes;
- Significant proportions of whole populations may require support to develop and consolidate more sophisticated literacy and numeracy practices within their work roles; because of the scale of the problem, and the realities of current fiscal conditions, it is not possible to plan for sustainable, systemic responses based on individual tuition.

There are other curricula, including the Course in Underpinning Skills for Industry Qualifications, that can be used flexibly by RTOs to design economically viable provision for those small numbers of students who request or require additional support.

Meeting the needs of online students

The suggestion made that CAVSS support be offered to online students is not deemed workable for similar reasons. Since most teaching happens individually or through access to online materials where no teaching intervention is possible, the CAVSS team-teaching model is not feasible in the on-line context. Where web-based group work is included the USIQ course can be used to offer some assistance.

Feedback from other stakeholders

Other stakeholders, particularly parents and employers recognised value and benefit in program outcomes:

- Parents were overwhelmingly supportive that their child was receiving the extra support. They see that students enjoy the classroom interaction. Having a vocational trainer and assessor and a CAVSS teacher working together leads to better outcomes.
- Employers acknowledged the improved performance of their apprentices in the workplace with work such as basic calculations, written material orders and filling out timesheets correctly.

Feedback on course structure

Overall, feedback on the CAVSS course structure did not recommend any significant change. CAVSS teacher/managers indicated that the course structure and Business Rules provided enough flexibility to suit most delivery situations and qualification levels.

Teacher/managers thought the length of modules, content of modules and delivery strategy worked well. There were a small number of suggestions for change. These are listed and discussed below.

Course structure and content

Number of modules: A small number of respondents suggested that they would like to include more modules, one suggesting a module on 'Group work'.

The aim of CAVSS is to provide literacy and numeracy support in a vocational context. The Course in Underpinning Skills for Industry Qualifications (USIQ) is aimed at assisting students to develop, consolidate and apply a range of social, communication, mathematical, technological, cultural, cognitive and problem-solving skills required to develop competence in the workplace. USIQ includes a module stream 'Collaborating with others' that would more appropriately be used in this way rather than a change to the CAVSS course.

Staff skills: Suggestions were made for a 'refresher' course for CAVSS teachers/managers. Respondents agree the initial training is effective but refresher training would help maintain the quality of teaching, the rigour of the CAVSS Business Rules application and allow some networking and sharing among experienced CAVSS teachers.

The Department will continue to develop a CAVSS teacher/manager refresher course for offer on the Department's 2017 VET professional development calendar.

PD for vocational trainers and assessors: vocational trainers and assessors who responded to the survey consistently supported the CAVSS model however there is also feedback that they would benefit from attending CAVSS PD to improve their understanding of how it works and the overall benefits. One of the reasons for this is that CAVSS teachers are under-utilised or incorrectly utilised because vocational trainers and assessors do not fully understand or embrace the model.

The Department will develop an Industry Lecturer PD to include on the 2017 VET PD Calendar.

Staff qualifications: One CAVSS teacher/manager made the comment that the Business Rules state: 'The appropriate qualification for a specialist adult literacy and numeracy teacher is a post-graduate teaching qualification...may

be interpreted as only people with a post-graduate teaching qualification are eligible.'

The capacity for people without post-graduate qualifications to have the required level of expertise is covered by the exemption clause in the accreditation document. A case for an exemption may be made to the Department through the process of applying for a place in the CAVSS teacher's training.

Feedback on the main features of CAVSS

Vocational trainers and assessors identified the extent to which they observe the presence of the main features of CAVSS as follows:

CAVSS Feature	Lecturers reporting this feature present %
Team-teaching (two teachers teaching the same group in the same place at the same time.)	88.10
CAVSS teacher focuses on the industry course and does not introduce irrelevant material.	92.86
CAVSS teacher meets with you for planning purposes.	85.71
No 'remedial' help or withdrawal of individual students is offered.	45.24
CAVSS teacher is skilful and knowledgeable.	92.86
CAVSS teacher 'fits in' with you and the students.	97.62
No additional assessment is required, prior to or as part of the course.	52.38

The high rating for five of the features shows that CAVSS is delivered according to the delivery model across all the training providers surveyed.

The two features least reported are:

- No 'remedial' help or withdrawal of individual students is offered.
- No additional assessment is required, prior to or as part of the course.

In some cases, it may be that this is evidence that these features of CAVSS are not being consistently deployed. However, since the vocational trainers and assessors rated the importance of these features as 'low', it may also they may have a different understanding of the terms used or that they are not convinced of the importance of these features.

The Department will include these features in the vocational trainers and assessors PD for 2017 to facilitate discussion of the CAVSS model.

4. Course Outcomes

4.1. Course level:	The course outcomes are determined by the 'parent' vocational qualification with which this course is delivered. This course may be delivered with a vocational course at any AQF level.
4.2. Nominal duration of course:	100 hours
4.3. Volume of Learning:	Not applicable.



4.4. Employability Skills:	Employability skills are identified within the industry qualification in which the students are co-enrolled. The CAVSS team-teaching methodology has been associated with generating improved communication, increased initiative, higher levels of collaboration and team-work, and more focus on problem solving.
4.5. Recognition given to the course (if applicable):	Not applicable.
4.6. Licensing/regulatory requirements (if applicable):	Not applicable.

5. Course Rules

5.1. Course structure	<p>All of the modules in this course are electives and may be used in any combination. It is the responsibility of the vocational trainer and assessor and the CAVSS teacher working together to identify which modules, and how many, are likely to be needed in a particular context and for a particular group of students. Eligible students may be enrolled in up to 100 nominal hours in any six month period. This entitlement is renewed in each six month period over the life of the enrolment in the vocational qualification.</p> <p>To select CAVSS modules, the vocational trainer and assessor and the CAVSS teacher meet to discuss the learning demands in the vocational qualification. An experienced vocational trainer and assessor will be able to identify the conceptual, theoretical, practical or procedural aspects of the qualification and the program of learning that are likely to create learning or assessment challenges for students. The CAVSS teacher brings an understanding of how to identify the underpinning literacy and numeracy sub-skills embedded in the outcome specifications in vocational qualifications. Both lecturers will have experience in judging the complexity of specific tasks or concepts and therefore what inherent challenges students may face. This analysis and discussion results in an informed decision identifying the CAVSS modules that will be most applicable. The decision to deliver CAVSS with a particular qualification and the selection of relevant modules must be considered as part of the formal planning process for the delivery of the vocational qualification and will be recorded as such. The outcomes of this planning activity are documented on the CAVSS Delivery Agreement Form – TAFE Colleges or the CAVSS Request Form – Private RTOs (See Business Rule 9.1).</p> <p>Once CAVSS modules have been selected they will be delivered concurrently both with each other and with units in the vocational qualification. It is to be expected that part of the CAVSS teacher’s work will be delivered to the whole group, while at other times individual students or small groups will receive attention determined by their particular learning needs on that occasion. The content of the CAVSS modules is delivered in an integrated way, and what is taught, and when it is taught, is determined entirely by student need. There is no necessary correlation between the content of a particular module and what is taught. CAVSS teachers are required to respond to student requirements as these become obvious. There should certainly be no attempt to indicate by</p>
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	<p>means of marking the CAVSS roll, or filling in a teacher's diary, which content from which module was taught to an individual student in any given session.</p> <p>The modules are described in the accompanying word document titled 'Section C'.</p>
5.2. Entry requirements	<p>The eligibility requirements for this course are that a student is enrolled in a vocational qualification. A vocational qualification is designed to deliver workplace-specific skills and knowledge. The vocational qualification can be at any AQF level. This course is a strategy for developing the language, literacy and numeracy skills students need to achieve competence in the industry qualification.</p>

6. Assessment

6.1. Assessment requirements	<p>All assessments associated with CAVSS are implicit within and identical to the assessments conducted for the vocational qualification with which this course is delivered. Students enrolled in the course are required to undertake only those assessment activities required for determining competence in their vocational training course or training package qualification.</p> <p>No separate assessments to determine LLN skills for course entry or to determine LLN performance in the course must be administered (see Business Rules 4.1 and 4.2).</p> <p>Students enrolled in CAVSS develop their understanding of, and ability to apply, literacy-based skills as required by the industry competencies of their vocational training course. CAVSS enhances students' capacity to develop and demonstrate those industry competencies, as reflected in the assessment procedures for the vocational training course.</p>
6.2. Assessor competencies	<p>Staff conducting assessments for the vocational qualification with which CAVSS is delivered must be compliant with the requirements for the competence of staff involved in assessment as determined by the current AQTF.</p>

7. Delivery

7.1 Delivery mode	<p>This course prescribes a single delivery mode: team-teaching. Team-teaching is defined as two teachers teaching the same group of students in the same place at the same time. Only face-to-face delivery is permitted.</p> <p>The features of this type of delivery require:</p> <ul style="list-style-type: none"> • Face-to-face delivery only; and • tuition delivered to groups of students. <p>The course must be delivered in this way so that:</p> <ul style="list-style-type: none"> • the LLN support is always contextualised to the vocational tasks, competencies and required knowledge and offered at the point of need; • two teachers can demonstrate their interactive team approach to problem solving; • the student/teacher ratio is halved giving students double the opportunity to have their questions answered; • collaborative interaction between the two lectures is modelled in such a way that students are encouraged to engage in collaborative interaction between themselves and with lecturers; and
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- literacy support becomes a normal part of training so that there is no possibility of any stigmatization.

The CAVSS team-teaching model

The prescribed team-teaching model for CAVSS is where:

- the vocational trainer and assessor and CAVSS teacher collaborate in planning the delivery of the vocational qualification and identify the aspects of the course and its delivery which are likely to need literacy support;
- the two lecturers take turns in teaching the group; and
- the vocational trainer and assessor and the CAVSS teacher share the responsibility for managing and instructing the students. It is important that neither of the lecturers perceive their role to be limited to providing 'remedial' support, and that the students can see that both lecturers teach the whole group, and that both lecturers are involved in assisting individuals in the group, during the session.

All of the CAVSS Business Rules in the *Section 1: Course rules* provide explicit detail about the requirements for course delivery.

The documentation required to demonstrate compliance with the specified course delivery mode is:

- CAVSS Delivery Agreement – TAFE Colleges or CAVSS Request Form – Private RTOs (see Business Rule 9.1 and Proforma 1 or Proforma 2)
- Separate CAVSS roll with vocational modules identified (Business Rules 1.1 and 1.2 and Business Rules 11.1, 11.2 and 11.3).
- 'CAVSS Teachers Diary' (see Business Rule 12.1 and 'Essential Information about the CAVSS Business Rules').
- Evidence that the CAVSS teacher has the required specialist skills and experience (see Section 7.2 and Business Rules 3.1 and 3.2).

The delivery of the CAVSS course constitutes a strategy within the vocational course to ensure that the individual needs of students are met. The capacity of the CAVSS teacher to provide this highly responsive tuition is dependent on them having the requisite knowledge, skills, experience and attitude (see Section 7.2 and Business Rules 3.1 and 3.2).

There is no requirement for an RTO to produce additional documentation such as a CAVSS Delivery and Assessment Strategy or a Delivery Schedule. In fact completing standard proformas is likely to demonstrate that the RTO does not understand how to deliver the course.

Delivery modes unsuitable for use in delivering any CAVSS teaching hours

CAVSS may **not** be delivered using any of the teaching options listed below:

- withdrawing students from scheduled vocational training sessions;
- scheduling separate tutorial sessions to deliver the course;
- 'in-class withdrawal' team-teaching arrangements where one lecturer is relegated to providing 'in-class' remedial support to individual students identified as needing the most literacy support, while the rest of the group continue with the regular training activities; or
- non-face-to-face delivery modes as CAVSS is not permitted with distance (external) or online delivery.

Note

CAVSS will not meet literacy support needs in every circumstance.

This course has been accredited by the



Training Accreditation Council
At the 241FM meeting held on 11/5/2017

<p>7.2 Trainer competencies</p>	<p>The teachers selected to deliver this course must be experienced, specialist teachers of literacy or numeracy with a substantial, proven record of successful teaching, preferably with adults. Teaching literacy and numeracy to adults demands a high degree of specialised knowledge and understanding about language and literacy practices and the means by which practices and skills are taught and learnt; and/or a high degree of formal knowledge and understanding of mathematics and numeracy practices and the means by which these practices and skills are taught and learnt. The content of the CAVSS modules describe the skills that CAVSS teachers must be competent to teach. These skills exist in a continuum: the CAVSS teacher must be competent to teach skills at beginning levels and more sophisticated levels in a range of industry contexts and qualification levels.</p> <p>In addition, when adults have poor LLN, this should be understood as a failure of teaching rather than a failure of learning. The legacy of failed teaching for the learner is not only lack of competence but also damage to their confidence as a learner. Teachers of LLN to adults must have the skills to provide learning experiences that result in early and sustained learner success and also know how to explicitly support the learner’s growing confidence. They will only be able to do this if they have understood the reasons why teaching fails and can diagnose and address learning needs without recourse to formal assessment.</p> <p>The appropriate qualification for a specialist adult literacy and numeracy teacher is a post-graduate teaching qualification with one of the following specifications:</p> <ul style="list-style-type: none"> • Adult literacy/numeracy teaching • Primary school teaching • Secondary school teaching (English, Maths, Science or Special Education) or • Graduate Diploma of Adult Language, Literacy and Numeracy Practice (TAE70111 or TAE80113) <p>Not all of the qualifications listed above will deliver all of the required specialist content knowledge. For example, an English high school teacher may have knowledge about language and genre structure, skills in textual and inter textual analysis, knowledge of meta-languages of critical discourse, but may not have the specialised knowledge to teach a person with limited literacy skills or take a social practice approach to teaching literacy. A primary school teacher may have the skills to teach a person with limited literacy including word and letter recognition, word attack skills, spelling, and prediction skills, but may only have applied this knowledge with very young children and not adults. Generally, specialist teachers of literacy and numeracy to adults have acquired their skills and knowledge not only from a formal qualification but through varied professional practice and teaching experiences. They may have taught groups of students in more than one education sector, including the adult education sector, and have undertaken extensive and relevant in-service training.</p> <p>New graduates, without substantial teaching experience, are not eligible to teach CAVSS. The CAVSS role requires teachers to draw on a wide repertoire of literacy and numeracy teaching skills which they are confident in using in adult contexts. Skills and knowledge of this kind are learnt from extensive teaching experience which provides opportunities to understand more about how different people learn and the range of strategies that can be used to</p>

teach them. CAVSS teachers must be able to show that they have at least five years' experience teaching literacy and/or numeracy to groups of students, some of whom will have been adults, as well as a relevant formal qualification.

The RTO must be able to produce documentary evidence that staff delivering CAVSS meet this specialist skills profile with respect to high level qualifications and substantial appropriate teaching experience (see Business Rule 3.1.)

These qualifications, skills and experience are critical to the successful delivery of the course to ensure that:

- the varied needs of students are met efficiently and effectively;
- no time is wasted;
- the vocational trainer and assessor is partnered with an expert in the education field; and
- professional skills and expertise can be exchanged.

In addition teachers selected for the CAVSS teaching role will be:

- prepared and able to collaborate on an equal basis with vocational trainers and assessors;
- willing and able to team-teach with vocational trainers and assessors and able to comfortably share classroom management on an equal basis; and
- willing to recognise the intelligence of students, regardless of literacy-based skills levels, and to recognise where their previous learning experiences have created gaps in their foundation skills.

Teachers who share social/cultural experiences with vocational trainers and assessors and/or students may more readily achieve the confidence of the vocational trainers and assessors and students they are working alongside. These experiences could include, for instance, having industry experience (being employed in jobs other than teaching) or being Aboriginal.

RTOs must be able to show that they have a process in place to identify that staff selected to deliver CAVSS display the attitudes described in Business Rule 3.1 and 'Essential information about the CAVSS Business Rules'.

Where a class group is predominantly made up of learners who speak English as an additional language, it may also be an advantage for the CAVSS teacher to have Teaching English as a Second or Other Language (TESOL) experience and/or qualifications in addition to the specialist skills of a literacy and/or numeracy teacher. TESOL qualifications in themselves are not sufficient to demonstrate the skills and knowledge required to teach literacy and numeracy.

Exceptional cases

Occasionally an RTO may wish to make a special case to employ a CAVSS teacher who does not meet the requirements detailed above. Application must be made, on a case by case basis, to the Department of Training and Workforce Development, the course owner, requesting an exemption to the specifications on staff skills.

Exemptions will only be considered where an RTO can demonstrate that the proposed CAVSS teacher:

- has a particular set of skills and knowledge that will enable them to effectively teach the LLN skills to the CAVSS students;
- will attend the CAVSS Teacher's Workshop conducted by the Department of Training and Workforce Development; and

	<ul style="list-style-type: none"> will have access to mentoring and supervision from an appropriately skilled and qualified specialist teacher of adult literacy and numeracy.
7.3 Resources	There are no specialised facilities or resources essential for the delivery of this course. This course will be delivered in those facilities that are appropriate for the vocational course with which CAVSS is delivered.

8. Pathways and Articulation

Not applicable.

9. Ongoing Monitoring and Evaluation

This course is available for use free of charge to all RTOs. A set of protocols and procedures is issued by the Department of Training and Workforce Development under the title of 'CAVSS Business Rules' and 'Essential Information about the CAVSS Business Rules'

These documents provide clarity for RTOs about requirements for:

- determining student eligibility;
- the required team teaching delivery model;
- staff selection;
- professional development for staff; and
- requirements to maintain enrolment and completion data.

RTOs seeking permission to deliver the course should apply to: RAC@smtafe.wa.edu.au .

The Business Rules are updated each time the course is accredited and are provided to RTOs when they are given permission to deliver CAVSS. The Business Rules are also available on the <http://www.dtwd.wa.gov.au/trainingproviders/vet/literacy-numeracy/course-accreditation>

RTOs are required to send their CAVSS teachers to a two-day professional development course designed to ensure that the key delivery and reporting compliances are understood.

Regular queries are submitted to the AVETMISS database to monitor the effectiveness of the additional expenditure on CAVSS support. RTOs are encouraged to conduct internal research that will lead to improved implementation and improved student outcomes. All RTOs are subject to the national monitoring and enrolment audit conducted by the NCVER.

The Training Accreditation Council will be notified of any significant changes to the course resulting from course monitoring and evaluation procedures.

Equivalence mapping of revised units/modules

This course is **Equivalent** to its predecessor, 52626WA Course in Applied Vocational Study Skills.

No changes have been made to the modules or the required delivery mode.

The format of the Business Rules document has been revised to clarify and make them easier to understand as requested in the CAVSS evaluation. Minor changes have been made to the rules as follows:

Business rule	Change	Rationale
Fees and charges for CAVSS enrolments (previously rule 17)	Removed	Duplicates <i>VET Fees and Charges Policy</i> .
Monitoring CAVSS Performance (previous rule 15 now rule 3.4 – Program managers)	Removed reference to supporting 'new' teachers	The rule now applies to all teachers and doesn't differentiate new teachers.
Determining the need to deliver CAVSS (Rule 2.1) and the CAVSS agreement form (previously Rule 3)	Merged	Duplicated information and incorporates planning evidence for private RTOs. Previous business rules only outline the planning requirements for TAFEs.
Applying for funding to deliver CAVSS – private RTOs (Rule 8)	New rule	Previous rules do not cover application requirements for private RTOs.
All	Reordered and renumbered	Improve readability and direct user groups to relevant rules.
All	A concise document containing the 'CAVSS Business Rules' has been developed. An additional guide 'Essential information about the CAVSS Business Rules' provides users with detailed information about implementing the CAVSS Business Rules.	The Business Rules have been separated from the supporting information to make the auditing and monitoring the rules simpler.

Section C: Units of Competency/Modules contained in the course

1. Units of competency imported from Training Package/s : Not applicable
2. Modules for the course

Module code	Module title	Core/Elective
67176	Applied English language: oracy	Elective
67177	Applied writing techniques: study	Elective
67178	Applied writing techniques: workplace	Elective
67179	Applied reading techniques: study	Elective
67180	Applied reading techniques: workplace	Elective
67181	Applied mathematics: fractions, decimals and percentages	Elective
67182	Applied mathematics: using formulae	Elective
67183	Applied mathematics: measurement	Elective
67184	Applied mathematics: spatial skills	Elective
67185	Applied mathematics: computation	Elective

Section C Module Information

This course comprises 10 modules. Any combination of modules may be selected. The total number of hours allowed for the course is 100.

TAFE ID	TITLE	HOURS
	APPLIED ENGLISH LANGUAGE ORACY	10
	APPLIED WRITING TECHNIQUES: STUDY	20
	APPLIED WRITING TECHNIQUES: WORKPLACE	10
	APPLIED READING TECHNIQUES: STUDY	20
	APPLIED READING TECHNIQUES: WORKPLACE	10
	APPLIED MATHEMATICS: FRACTIONS, DECIMALS AND PERCENTAGES	10
	APPLIED MATHEMATICS: USING FORMULAE	10
	APPLIED MATHEMATICS: MEASUREMENT	10
	APPLIED MATHEMATICS: SPATIAL SKILLS	10
	APPLIED MATHEMATICS: COMPUTATION	20

Applied English Language Oracy

Module Title: Applied English Language Oracy
 Nominal Hours: 10
 Module No:
 Module Outcome: Students develop their English speaking and listening skills and techniques for the purpose of acquiring and demonstrating skills and knowledge necessary to complete a vocational course or Training Package qualification.

Learning Outcomes	Associated Skills
Understand and respond to verbal language, including instructions	<ul style="list-style-type: none"> • recognise type and purpose of utterance • identify main points • integrate information to formulate appropriate response • ask and answer questions • give instructions and explanations • take written notes from verbal language • application in acquiring and demonstrating industry-specific knowledge and skills
Exchange information in spoken language, including negotiating simple and complex exchanges in a range of contexts	<ul style="list-style-type: none"> • use appropriate listening skills • recognise purpose and cultural/political context • identify and use appropriate tone and vocabulary • interpret body language and use appropriate non-verbal signals • application in acquiring and demonstrating industry-specific knowledge and skills
Participate effectively in group discussions in training/workplace contexts	<ul style="list-style-type: none"> • use appropriate listening skills • ask questions for clarification • apply understanding of group culture and social/political dynamics • identify and apply range of negotiation styles • differentiate between different cultural communication styles • take meaning from speech intonation • interpret body language and use appropriate non-verbal signs • application in acquiring and demonstrating industry-specific knowledge and skills

Applied Writing Techniques: Study

Module Title:	Applied Writing Techniques: Study
Nominal Hours:	20
Module No:	
Module Outcome:	Students develop writing skills and techniques for the purpose of acquiring and demonstrating skills and knowledge necessary to complete a vocational course or Training Package qualification.

Learning Outcomes	Associated Skills
Produce meaningful and coherent texts relevant to training activities including those utilising digital technologies	<ul style="list-style-type: none"> • identify purpose and audience • construct simple and complex sentences • use punctuation to create unambiguous meaning • construct paragraphs • apply rules of spelling • use appropriate vocabulary, including technical • use appropriate grammar and style • use legible script • application in acquiring and demonstrating industry-specific knowledge and skills
Use various techniques for producing a range of text genres including those appropriate for use with digital technologies	<ul style="list-style-type: none"> • summarise information • apply conventions for structuring short answer texts, reports, research assignments etc • construct formal essays, including referencing • application in acquiring and demonstrating industry-specific skills and knowledge
Take notes appropriate to text types and task	<ul style="list-style-type: none"> • takes notes from verbal and written text • use abbreviations, shorthand, diagrams etc • apply referencing techniques • application in acquiring and demonstrating industry-specific skills and knowledge
Proof reading and editing	<ul style="list-style-type: none"> • apply proofreading and editing strategies • check for clarity, error, omissions • apply punctuation conventions accurately and consistently • apply spelling conventions accurately and consistently • application in acquiring and demonstrating industry-specific skills and knowledge
Use a range of assessment techniques	<ul style="list-style-type: none"> • structure relevant answers to assessment/assignment questions • recall and summarise information accurately • apply strategies for answering multiple choice assessments • apply writing skills in acquiring and demonstrating industry-specific skills and knowledge

Applied Writing Techniques: Workplace

Module Title: Applied Writing Techniques: Workplace
 Nominal Hours: 10
 Module No:
 Module Outcome: Students develop writing skills and techniques consistent with requirements for writing in the workplace.

Learning Outcomes	Associated Skills
Produce meaningful and coherent texts relevant to workplace activities including those utilising digital technologies	<ul style="list-style-type: none"> • identify purpose and audience • construct simple and complex sentences • use punctuation to create unambiguous meaning • construct paragraphs • apply conventions of spelling • use appropriate vocabulary, including technical • use appropriate grammar and style • use legible script • application in solving industry-specific problems
Use various techniques for producing a range of workplace text genres including those utilizing digital technologies	<ul style="list-style-type: none"> • apply conventions for structuring reports, filling in workplace forms, recording information, preparing customer-related documents etc • apply conventions for structuring longer, formal documents such as meeting minute, presentations, problem analyses • apply techniques for planning, drafting and presenting a range of texts • application in solving industry-specific problems
Proof-read and edit documents produced for the workplace	<ul style="list-style-type: none"> • apply strategies for proofreading and editing texts • check for clarity, error, omissions • apply punctuation conventions • apply spelling conventions • application in solving industry-specific problems

Applied Reading Techniques: Study

Module Title:	Applied Reading Techniques: Study
Nominal Hours:	20
Module No:	
Module Outcome:	Students develop reading and comprehension skills and techniques for the purpose of acquiring and demonstrating skills and knowledge necessary to complete a vocational course or Training Package qualification.

Learning Outcomes	Associated Skills
Use a range of reading techniques including those needed to read information stored digitally	<ul style="list-style-type: none"> • use a range of word-recognition strategies • use skimming and scanning techniques as appropriate • understand purpose of text • use index, contents and chapter heading • recognize different text genres • apply reading skills in acquiring and demonstrating industry-specific skills and knowledge
Interpret and select information from text	<ul style="list-style-type: none"> • identify main points and supporting information in texts • understand and follow sequential instructions in text • identify key words and phrases in assignment tasks and assessment questions • apply reading skills in acquiring and demonstrating industry-specific skills and knowledge
Integrate information from a range of text sources and types including those accessed from digital sources	<ul style="list-style-type: none"> • locate and select relevant information sources • interpret and extrapolate from texts containing data presented in graphic and diagrammatic form • assess validity and reliability of information derived from different sources • apply reading skills in acquiring and demonstrating industry-specific skills and knowledge
Use a range of assessment techniques	<ul style="list-style-type: none"> • interpret assessment/assignment questions • identify key words and concepts • apply strategies for answering multiple choice and/or on-line assessments • review texts books, study guides and digitally stored resources to identify and memorise key information • apply reading skills in acquiring and demonstrating industry-specific skills and knowledge

Applied Reading Techniques: Workplace

Module Title: Applied Reading Techniques: Workplace
 Nominal Hours: 10
 Module No:
 Module Outcome: Students develop reading and comprehension skills and techniques consistent with requirements for reading in the workplace.

Learning Outcomes	Associated Skills
Use a range of reading techniques including those needed to read information stored digitally	<ul style="list-style-type: none"> • use a range of word-recognition strategies • use skimming and scanning techniques as appropriate • understand purpose of text • use appropriate strategies for reading different text genres • understand and follow sequential instructions in text • application in solving industry-specific problems
Interpret and select information from text	<ul style="list-style-type: none"> • locate and select relevant workplace information sources • identify main points and supporting information in workplace texts • identify key words and phrases in operating instructions, workplace manuals and specifications • integrate information from a range of sources including that stored digitally • application in solving industry-specific problems
Integrate information from a range of text sources and types including that accessed from digital sources	<ul style="list-style-type: none"> • locate and select relevant information sources • interpret and extrapolate from texts containing data presented in graphic and diagrammatic form • assess validity and reliability of information derived from different sources • apply reading skills in solving industry-specific problems

Applied Mathematics: Fractions, Decimals and Percentages

Module Title: Applied Mathematics: Fractions, Decimals and Percentages
 Nominal Hours: 10
 Module No:
 Module Outcome: Students develop skills and techniques in using fractions, decimals and percentages for the purpose of acquiring and demonstrating skills and knowledge necessary to complete a vocational course or Training Package qualification.

Learning Outcomes	Associated Skills
Use fractions	<ul style="list-style-type: none"> • demonstrate understanding of fractions • identify proper and improper fractions • simplify fractions • add, subtract, divide and multiply fractions • use fractions in algebraic processes • calculate by regrouping fractions • convert fractions to decimals and percentages • estimate to predict realistic answer • application in solving industry-specific problems
Use decimals	<ul style="list-style-type: none"> • attribute place values • add, subtract, divide and multiply decimals • convert from decimals to fractions and percentages • round decimals up and down • calculate division by decimals • use shortcuts • multiply and divide by multiples of 10 • estimate to predict realistic answer • application in solving industry-specific problems
Use percentages	<ul style="list-style-type: none"> • add, subtract, divide and multiply percentages • convert percentages to fractions and decimals • estimate to predict realistic answer • application in solving industry-specific problems

Applied Mathematics: Using Formulae

Module Title: Applied Mathematics: Using Formulae
 Nominal Hours: 10
 Module No:
 Module Outcome: Students develop skills and techniques in using formulae for the purpose of acquiring and demonstrating skills and knowledge necessary to complete a vocational course or Training Package qualification.

Learning Outcomes	Associated Skills
Use formulae	<ul style="list-style-type: none"> • calculate and use simple ratios • calculate and use complex ratios • use fractions and decimals in ratios • estimate to predict realistic answer • application in solving industry-specific problems
Use scale	<ul style="list-style-type: none"> • interpret scale diagrams • read and produce diagrams to scale, including maps • estimate to predict realistic answer • application in solving industry-specific problems
Transpose formulae	<ul style="list-style-type: none"> • apply algebraic terms and conditions • application in solving industry-specific problems

Applied Mathematics: Measurement

Module Title: Applied Mathematics: Measurement

Nominal Hours: 10

Module No:

Module Outcome: Students develop skills and techniques in using measurement systems for the purpose of acquiring and demonstrating skills and knowledge necessary to complete a vocational course or Training Package qualification.

Learning Outcomes	Associated Skills
Understand measurement systems	<ul style="list-style-type: none"> • use metric and imperial systems • meaning of metric prefixes • use common units of measurement • estimate to predict realistic answer • application in solving industry-specific problems
Use measuring skills specific to industry	<ul style="list-style-type: none"> • use terminology • read gauges, instruments • measure and calculate time • use conventions of expression • estimate to predict realistic answer • application in solving industry-specific problems
Interpret and produce maths data in graphic form	<ul style="list-style-type: none"> • read graphs, tables • produce graphs, tables • application in solving industry-specific problems

Applied Mathematics: Spatial Skills

Module Title: Applied Mathematics: Spatial Skills

Nominal Hours: 10

Module No:

Module Outcome: Students develop spatial skills and techniques for the purpose of acquiring and demonstrating skills and knowledge necessary to complete a vocational course or Training Package qualification.

Learning Outcomes	Associated Skills
Apply understanding of basic geometry	<ul style="list-style-type: none"> • use terminology • apply definitions • use properties of points and lines • measure and draw angles • use types and properties of triangles and polygons • application in solving industry-specific problems
Calculate perimeter, circumference, diameter and radius	<ul style="list-style-type: none"> • use terminology • apply definitions • use formulae • estimate to predict realistic answer • application in solving industry-specific problems
Calculate area	<ul style="list-style-type: none"> • use terminology • apply definitions • use formulae • estimate to predict realistic answer • calculate and use units of area • calculate and use volume of prisms • application in solving industry-specific problems
Interpret and produce maths data in 2 and 3 dimensions	<ul style="list-style-type: none"> • use terminology • apply definitions • conceptualise between 2 and 3 dimensions • read and produce maps, plans, elevations etc • application in solving industry-specific problems

Applied Mathematics: Computation

Module Title: Applied Mathematics: Computation
 Nominal Hours: 20
 Module No:
 Module Outcome: Students develop skills and techniques in basic computation for the purpose of acquiring and demonstrating skills and knowledge necessary to complete a vocational course or Training Package qualification.

Learning Outcomes	Associated Skills
Use addition and subtraction computation processes	<ul style="list-style-type: none"> • attribute place value • use negative and positive numbers • use carrying/regrouping functions • estimate to predict realistic answer • use calculator • application in solving industry-specific problems
Use multiplication and division computation processes	<ul style="list-style-type: none"> • multiples of 10 • conduct long multiplication • conduct short division • conduct long division • use factors • estimate to predict realistic answer • use calculator • averaging • application in solving industry-specific problems
Use computations with money	<ul style="list-style-type: none"> • addition, subtraction, multiplication, division of money • application in solving industry-specific problems
Use scientific notation	<ul style="list-style-type: none"> • exponents/index base • number bases • binary system • application in solving industry-specific problems
Use order of operations processes	<ul style="list-style-type: none"> • rule of order • calculator logic • properties of arithmetic operations • use in problem solving • application in solving industry-specific problems



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

Pro Forma 1 – CAVSS delivery agreement form –TAFE colleges



CAVSS delivery agreement form – TAFE colleges

Instructions

This form must be completed by the **manager** responsible for the CAVSS program when requesting funds to deliver CAVSS.

The **vocational trainer and assessor** and **CAVSS teacher** must certify the information in this application by signing this form before the manager responsible for approving funding releases funds for the delivery of CAVSS.

This document must be made available for audits and quality assurance monitoring.

Application to deliver the Course in Applied Vocational StudySkills

Vocational qualification name		
Vocational course national code		
Nominal hours (listed on DTWD website)		
Location		
Manager responsible for CAVSS		Ext:
Vocational trainer and assessor		Ext:
CAVSS teacher		Ext

Please provide a brief description of the teaching program for the vocational qualification:

1. Start date	
2. Finish date	
3. Duration of the course in weeks	
4. Expected number of students	
5. Scheduled number of class-based teaching hours per week	
6. Scheduled number of other face to face teaching hours per week	
7. Estimated number of work placement days per student	

Describe the units of competency and/or industry concepts that are the most demanding of students' literacy/numeracy skills **including** the literacy/numeracy skills that are likely to need revision or to be re-taught.

Describe the teaching/learning/assessment strategies and/or materials that create additional literacy/numeracy demands on students.

Briefly describe the steps you have taken to ensure that both the vocational trainer and assessor and CAVSS teacher understand and accept the CAVSS team-teaching model.

Preferred class time(s) for CAVSS support.

Day	Time

Please indicate, in the table below, the CAVSS modules you will use in your program by entering in the module hours as listed on the DTWD website, in the appropriate column (maximum of 100 hours across all modules per 6 month period).

CAVSS module	Hours	
	1 st 6 Months	2 nd 6 Months
Applied English Language Oracy		
Applied Writing Techniques: Study		
Applied Writing Techniques: Workplace		
Applied Reading Techniques: Study		
Applied Reading Techniques: Workplace		
Applied Mathematics: Fractions, Decimals and Percentages		
Applied Mathematics: Measurement		
Applied Mathematics: Using Formulae		
Applied Mathematics: Spatial Skills		
Applied Mathematics: Computation		
	Total hours	

If the CAVSS hours exceed 20% of the 'parent' qualification nominal hours, please provide a justification.

Certification

This is to certify that this organisation agrees to comply with the requirements specified in the *CAVSS Accreditation Document* and *Business Rules for CAVSS*; and that the information contained in this request form is true and correct.

CAVSS teacher

Signature: _____ Date : ____ / ____ / ____

Name: _____

VET trainer and assessor

Signature: _____ Date : ____ / ____ / ____

Name: _____

Authorisation

Manager responsible for the CAVSS program

CAVSS teacher has attended the compulsory CAVSS workshop: Yes / No

Signature: _____ Date : ____ / ____ / ____

Name: _____

Manager responsible for allocating funding

Number of CAVSS modules approved for this group (1-8): _____

Signature: _____ Date : ____ / ____ / ____

Name: _____

FOR OFFICE USE

CAVSS roll numbers:

Vocational roll numbers:



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

Pro Forma 2 – Request form – Private registered training organisations



Course in Applied Vocational Study Skills – Request form – Private registered training organisations

Instructions

This form is for private registered training organisations, to request funding to deliver Course in Applied Vocational Study Skills (CAVSS).

Before a training provider can apply for funding they must be contracted by the Department of Training and Workforce Development and have obtained permission to deliver CAVSS. To request permission, please contact the Manager VET Curriculum and Quality Assurance via email at RAC@smtafe.wa.edu.au or telephone on (08) 9442 8337.

This form must be completed by the **manager responsible for the CAVSS program** and certified by the **vocational trainer and assessor** and **CAVSS teacher** (if available).

RTOs must complete this application:

- for each vocational qualification for which CAVSS delivery is required; and
- each time a new student cohort is enrolled in the vocational qualification requiring CAVSS support.

Completed forms must be submitted by email to: training.markets@dtwd.wa.gov.au.

Application

RTO name	<input type="text"/>	
Vocational (parent) qualification name	<input type="text"/>	
Qualification national code	<input type="text"/>	
Nominal hours (listed on DTWD website)	<input type="text"/>	
Delivery location	<input type="text"/>	
Student places	<input type="text"/>	
Manager responsible for CAVSS	Name:	Tel:
	<input type="text"/>	
Contact person to discuss application	Name:	
	<input type="text"/>	
	Position:	Tel:
	<input type="text"/>	

If you intend to partner, please provide the name of the RTO registered to deliver CAVSS.

RTO national ID	<input type="text"/>
Legal name	<input type="text"/>
Trading name	<input type="text"/>

Please provide a brief description of the teaching program for the vocational qualification.

1. Start date	
2. Finish date	
3. Duration of the course in weeks	
4. Scheduled number of class-based teaching hours per week	
5. Scheduled number of other face to face teaching hours per week	
6. Estimated number of work placement days per student	
Additional information	

Describe the units of competency and/or industry concepts that are the most demanding of students' literacy/numeracy skills **including** the literacy/numeracy skills that are likely to need revision or to be re-taught.

Describe the teaching/learning/assessment strategies and/or materials that create additional literacy/numeracy demands on students.

Briefly describe the steps you have taken to ensure that your vocational trainer and assessor and CAVSS teacher understand and accept the CAVSS team-teaching model.

Class time(s) for CAVSS support.

Day	Time

Please indicate, in the table below, the CAVSS modules you will use in your program by entering in the module hours as listed on the DTWD website, in the appropriate column (maximum of 100 hours across all modules per six month period).

CAVSS module	Hours	
	1 st six months	2 nd six months
Applied English Language Oracy		
Applied Writing Techniques: Study		
Applied Writing Techniques: Workplace		
Applied Reading Techniques: Study		
Applied Reading Techniques: Workplace		
Applied Mathematics: Fractions, Decimals and Percentages		
Applied Mathematics: Measurement		
Applied Mathematics: Using Formulae		
Applied Mathematics: Spatial Skills		
Applied Mathematics: Computation		
	Total hours	

If the CAVSS hours exceed 20% of the 'parent' qualification nominal hours, please provide a justification.

Certification

This is to certify that this organisation agrees to comply with the requirements specified in the *CAVSS Accreditation Document* and *Business Rules for CAVSS*; and that the information contained in this request form is true and correct.

VET trainer and assessor

Signature: _____ Date : ____ / ____ / ____

Name: _____

CAVSS teacher (if available)

Signature: _____ Date : ____ / ____ / ____

Name: _____

Manager responsible for the CAVSS program

The CAVSS teacher has attended the compulsory CAVSS workshop: Yes / No

Signature: _____ Date : ____ / ____ / ____

Name: _____

Reminder

The *Business Rules* for CAVSS stipulate that:

- All CAVSS hours are to be used for teaching literacy and numeracy support in the vocational class. They must not be used for promotional activities or the preparation of materials.
- CAVSS teachers must maintain a separate attendance roll for each class where CAVSS support is provided.