

TRAINING LEVELS 1 & 2

COMMUNICATIONS PROJECT

FOR

VICTORIAN BUILDING AND CONSTRUCTION

INDUSTRY TRAINING BOARD

Paper prepared by Anne Patterson
for Symposium on Industrial Literacy
& Numeracy & Competency based assessment.
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BACKGROUND

THE V.B.C.I.T.B.

The Victorian Building and Construction Industry Training Board (VBCITB) was established to provide high quality strategic planning advice on skills training issues.

Construction Skills Training, Vic (the trading name of VBCITB) has now established itself as the pre-eminent advisory body on skills training for the Victorian building and construction industry. Through the provisions of the Vocational Education and Training Act, CST is recognised by the State Training Board as an Industry Training Board. In addition the Commonwealth Department of Employment, Education and Training recognises CST as part of the national network of industry training advisory bodies from which it takes advice.

Construction Skills Training is concerned primarily about the strategic development and implementation of training policies relevant to the creation of a more highly skilled and equitable workforce for the building

industry.

To achieve this end, the Board provides overall policy advice to the industry and governments about training needs and delivery.

The charter of Construction Skills Training requires it to:

provide authoritative advice to industry and government regarding the training arrangements necessary to meet the industry skill needs;

develop action plans to satisfy the industry skill needs;

develop strategies to increase an industry commitment to skill training:

keep under review and advise on the efficacy of existing government training policies;

promote the benefits of training to the industry, and

identify and prioritise the industry skills needs.

THE BUILDING AND CONSTRUCTION WORKFORCE

The construction industry has a highly mobile, multi cultural, multi lingual workforce. The industry embraces large multi cultural companies as well as small mono cultural sub-contractors.

A building site has an ever changing environment. The structure of the site varies daily as do the sub-contractors servicing it. Project Managers of a large building site often sub-contract out stages of the building development. Those sub-contractors may further sub-contract, therefore, at any given time there will be high percentage of sub-contractors on site for varying amounts of time.

Uncertainty and immediacy dominate the building industry. Contracts are let, sometimes at the last moment, and the workforce responds accordingly, travelling to the point of need.

The communication tradition of the industry is oral, supported by close ethnic networking.

The industry employs a large number of unskilled and semi-skilled workers who traditionally work under the close supervision, guidance and understanding of a leading hand or foreman who provides communication links between themselves and fellow workers or management.

To date, this system has serviced the industry, but the communication skills necessary to meet the training needs of a rapidly developing technologically sophisticated society render it obsolete.

In the past, the training and skill development that most skilled and unskilled workers acquired, was casual, informal and erratic. It was 'hands on' with instruction and/or theory adapted to suit the language/literacy level of any worker.

Consequently, English language acquisition and literacy skill development was not a priority for many unskilled and semi-skilled workers. The research, that has been carried out in the industry to date, reveals that for many workers reading and writing in English poses a large problem and, for some, speaking an understanding English is an added burden.

EMPIRICAL DATA TO DATE

Proficiency of Employees - Empirical Data

A. Duggan and J. Jackson carried out the "English on the Job" project for the V.B.I.A. in 1990.

A language audit was carried out on 60 male workers identified as N.E.S.B. and all participants were rated on the skills of speaking, listening, reading and writing, using the A.S.L.P. rating scales. A summary of the results showed the following.

20%-Speaking and listening skills were a barrier to effective communication in English.

37%-Difficulty understanding a meeting held in English.

20%-Difficulty understanding complex questions and would experience difficulty at a meeting on a complicated issue.

3%-No RDG skills.

13%-Unable to read more complicated signs and workplace bulletins or notices.

32%-Only able to write name and address.

In 1992 P. Griffin and M. Santana carried out research on Basic Skills amongst ESB workers on behalf of the V.B.I.A. Their findings indicate that:

-13% of workers could be identified as basically unable to comprehend simple texts found in the work place;

-20% of workers reported that they did not or could not read on site;

-25% of the workforce were unable to complete the most basic writing task at sentence level, and

-33% lacked simple mathematic skills.

BPROJECT

In response to the need to tackle the issues of communication, language and literacy in the building and construction industry in Victoria, The VBCITB applied in 1991 for funding from the Commonwealth Adult Literacy Program (Workplace Literacy and Numeracy) to develop the Level 1 and 2 communications modules for the new building industry matrix.

PROJECT SUMMARY

NAME OF PROVIDER:	VBCITB	
ADDRESS:	13 Chester Street OAKLEIGH	
PROJECT MANAGER/S:	Ms P McLaughlin [VBCITB] Ms J Gilbert [MCD] Mr D Cafferty [OPDU]	
PROJECT RESEARCHER: IMPLEMENTER	Anne Patterson MCD	
PROJECT NAME:	Award Restructuring Trial Module - Communications Level 1 and 2	
PROJECT LOCATIONS: Construction MOORABBIN	- Building Sites	-Lewis
L.U. Simon		-
Deakin University		
GEELONG		
Marco Polo		-

Telecom Building

MELBOURNE

- Union Offices -O.P.D.U.

Trades Hall

MELBOURNE

- TAFE College -MCD

528 Little Lonsdale St

MELBOURNE

COS Program

PROJECT OBJECTIVES

The project objectives, outlined in the submission made by the VBCITB to the Commonwealth Adult Literacy Program [workplace literacy and numeracy], were as follows.

A. GENERAL

-To develop the Level 1 Communications Module for the new building industry matrix.

-To deliver 120 hours of Level 1 Communications (literacy and numeracy) skills training.

-To deliver the Level 1 Communications Module to 60 building workers at Level 1 in the new matrix.

B.SPECIFIC

-To improve the functional literacy skills of workers identified as Level 1 in the new matrix.

-To provide on-site training in

- recognition of safety signs.

-completion of basic site documentation.
-improvements in the ability to communicate with
other
workers.

-participation in general conversation.
-ability to respond appropriately in a variety of
situations e.g. accidents on-site.

PROJECT PROCESSES & CONDUCT

The Project Management Committee delegated the project to Anne Patterson, the Learning Support Teacher at the Melbourne College of Decoration. Her brief was, in consultation with the Committee, to;

1. 'Place' the project in relation to the other work that had been done or was being done in the field.

2. Flesh out the literacy and language requirements at Level 1 for the Building and Construction Industry.

3. Co-ordinate with the work being done by the Department of Further Education's Adult Basic Education Accreditation Framework Project.

4. Develop appropriate material for Level 1 Communication.

5. Organise the production of the material.

6. Trial it on site.

7. Provide an evaluation of the material and its appropriateness.

8. Make recommendations, in the light of the project, for further directions for the Building and Construction Industry.

The first month was spent contacting the major stakeholders in the project in an attempt to avoid duplication of effort and to allow for co-ordination of ideas and materials.

A meeting of all the major stakeholders was held at the M.C.D. on October 24th 1991 to examine the broader issue of communications and the delivery of training in the Building and Construction Industry. At the meeting there were representatives from:

*Victorian Building & Construction Workers Training Board

*The Building Worker's Industry Union

*National Building & Construction Industry Training Board

- * Operative Painters' and Decorators' Union
- * Lewis Constructions
- * Adult Migrant Education Services
- * Department of Further Education
- * Workplace Education
- * National Building & Construction Training Project

along with the Workplace Adviser for the Building and Construction Industry.

The paper prepared and delivered attempted to look at the current communication modes used on building sites and to make some recommendations for meeting the particular communication needs of a highly mobile, hands on, oral workforce.

The deliberations of that meeting gave the input for the development of the Level 1 Communications Booklet which attempted to:

1. Establish a base level in communications for the Building and Construction Industry.
2. Create a manageable body of knowledge appropriate for the Building and Construction Industry.
3. Present material in a familiar form (there are other similar sized pocket booklets on sites e.g. OH&S, Building Industry Agreements).
4. Develop a flexible, non threatening, worker orientated approach to introducing communications (and the literacy component) on a building site.

Three major principles underpinned the Building and Construction Level 1 Communication booklet and training package.

They are:

1. That for learning to occur there has to be a CONNECTION between the learner and what has to be learnt.
2. That everyone has learning STRATEGIES [However clumsy, inefficient, unusual or lateral they are] and they have to be respected.
3. That the learner must be given CONTROL of and RESPONSIBILITY for their learning.

THE BOOKLET

The Level 1 booklet suggests a base level in communications for the Building and Construction Industry. It was devised in an attempt to offer a flexible, non threatening worker orientated approach to introducing the new skill area of communications and its literacy component.

It is important to note that the material selected for the booklet is merely representative of a Level 1 standard, it is not definitive. It would be most appropriate for further Level 1 communications material to be developed to meet the particular needs of construction workers on, for example, specialised sites.

However, the booklet was based on a number of generic communications skills.

- The ability to recognise and interpret signs/graphics.
- The ability to understand and respond to key instruction words, in English.
- The ability to give information orally and in writing about self.
- The ability to express an idea.

*The competencies for the trial Level 1 Booklet were based on the Adult Literacy and Numeracy (ALAN) scales and the Australian Second Language Proficiency Scales and the material available at the time from the National Communication Modules.

*Assessment Competencies have now been developed using the draft competency statements outlined in the Adult Basic Education Framework Project carried out for the State Training Board and the Division of Further Education.

These competencies can be assessed either individually or in small groups, or informally by on site skills assessors or more formally by Adult Basic Education workplace deliverers.

The booklet was printed by the end of January 1992 and trialled in February and March [see report of Trialling in appendix].

A further meeting of the major stakeholders was held in April 1992

to report the progress of the project. The outcomes of that meeting were:

- That the booklet was a reasonable representation of a Level 1 standard.

- That the format was appropriate for the Building and Construction Industry.

- That the material should include a mud map and that some minor content adjustments should be made.

- That a training package for the booklet should be developed.

- That some further trialling with more N.E.S.B. workers be organised [for results see attachment to Trialling Report].

These directives were followed and the amended booklet and training package were finalised by June 1992.

*A copy of the booklet and training package will be available at the symposium.

PROJECT OUTCOMES

- The production of Level 1 & 2 Communications and training packages.

- The trialling of the draft material on 52 building and construction workers.

- The identification of draft competencies for Level 1 Communications based on the ALAN scales, ASLP scales and the A.B.E. accreditation framework.

- The development of a set of draft contextual competencies, for assessment purposes, based on the Adult Basic Education Accreditation Framework.

- The development of draft module descriptors for the National Building and Construction Training Board [see appendix].

- The development of an integrated language and literacy support model for a building site [see appendix].

CPROJECT EVALUATION & RECOMMENDATIONS

The project developed considerably from the original brief. It proved to be the catalyst for examining the broader issue of on-site training in relation to workplace reform in the Building and Construction Industry.

The two meetings of the major stakeholders demonstrated the need for a unified approach to development and delivery of a training framework which takes into account the highly mobile, hands on, oral nature of the industry.

RECOMMENDATION

That further meetings of this body be called to co-ordinate and monitor future training directions.

N.B. The V.B.C.I.T.B. has formed a Communications Committee to spearhead this process and a Communication Policy for the industry has been drafted.

An integrated language and literacy support model has also been developed.

The material presented in the booklet form was positively received on-site. It was tangible and familiar. There is an urgent need for more material to be developed in a similar mode for other Level 1 training areas and for general information e.g. Award Restructuring.

RECOMMENDATION

That the booklet approach be extended to other information and training areas.

Those workers who presented on-site for assessment of Level 1 Communications could cope comfortably with the content of the booklet. All had good conversational English and found the process positive. It was very difficult to access the workers with limited literacy and language skills as they were reluctant to come forward. There is very little 'training culture' on-site as yet and 'training' is still equated with 'schooling'.

RECOMMENDATION

That the issue of developing a 'training culture' on-site has to be addressed and its development has to involve management and workers.

Jill Green, an M.C.D. Literacy Outreach Worker, has trialled the booklet as part of her work with the O.P.D.U. She has found that she has had to establish a relationship with each client and provide an environment of

trust before she can begin working on developing literacy and language skills. She has found the process to take time, patience and at all times a respect for the learner's needs and style.

A similar outcome was found when the booklet was trialled on the Certificate of Occupational Studies [Building and Construction] students of M.C.D.

RECOMMENDATION

That a system of literacy and language training has to be developed, for those workers with low skills, which is empathetic, relevant and has no fixed time pressure.

Anne Patterson was well received at all sites. As well as trialling the Communications Booklet, she also provided the workers with information on Award Restructuring and training options. It was constantly pointed out that the regular visits she made to the sites were positive because the workers had 'got to know her'.

RECOMMENDATION

There is an urgent need to have mobile literacy and language trainers who will regularly service groups of sites or groups of companies.

DBIBLIOGRAPHY AND RESOURCES

Adult Basic Education Accreditation
Framework Project - Vol 1&2

Developing Literacy

Teaching Reading as Concept
Development

Adult Literacy and Numeracy
Competency Scales

Australia's Language and Literacy
Policy

Australian Second Language

Proficiency Scales

B.W.I.U. International Literacy Year
Project

'English on the Job' - Research
Project for V.B.I.A.

Work Based Learning - A Discussion
Paper

Workforce Literacy Training Package

Working Together: New Directions
in Adult Basic Education

Workplace English Language and
Literacy Program

Young People's Participation in Post
Compulsory Education and Training
[The Finn Report].

State Training Board and Division of
Further Education January 1992.

[Editors] Robert P Parker &
Francis A Davis. International
Reading Association 1983.

Georgie H Henry
International Reading Association
1976.

Patrick Griffin and Anne Forward
Assessment Research Centre Philip
Institute 1991.

Australian Government Publishing
Service August 1991.

Adult Migrant Education Services
Education Department of Victoria.

Jill Hocking and Kay Elias 1990.

Ann Duggan and Jennifer Jackson
1990.

E.M. Carter & I.A. Gribble July
1991.

South Australian DETAFE
September 1991.

D.F.E. David Tout & Jan Kindler
[Editors] 1990.

Draft Guidelines October 1991.

Australian Government Publishing
Services July 1991.

RESOURCES

Picture safety symbols for the workplace.

Victorian Occupations Health and
Safety Commission
Level 20 Nauru House
80 Collins Street
MELBOURNE [03] 655 6500

Safety Sign Brochures from Sign Firms
page 2337 Yellow Pages

EAPPENDIX

-TRIALLING REPORT.

-LEVEL 1 DRAFT COMMUNICATIONS MODULE DESCRIPTORS FOR
NATIONAL BUILDING AND CONSTRUCTION TRAINING BOARD.

-PROPOSED INTEGRATED LANGUAGE AND LITERACY SUPPORT
MODEL FOR A BUILDING SITE.
TRIALLING REPORT

The booklet was initially trialled on two building sites and the Operative Painters' and Decorators' Union (OPDU) at the Trades Hall.

SITE 1

Trialling on this site was organised through the O.P.D.U. Union Organiser at Geelong. He prepared the way for the first meeting by negotiating time for worker release with the Site Manager. The B.W.I.U. Shop Steward organised a meeting shed and approximately 15 workers [carpenters, concreters and steel fixers] attended.

[The O.P.D.U. organiser had seen the booklet and been briefed about its role in the award restructuring process at a previous meeting].

Visit 1 - 1' hours approximately .

-introductory explanation of award restructuring and the purpose of the booklet to the 15 workers.

-invitation given to look at the booklet and provide feedback the next day.

-offer made to assess anyone who would like to be given credit for Level 1 communications.

Visit 2 -5 hours approximately.
[next day]

-a temporary skills assessment shed was set up in the First Aid shed.

-the Shop Steward organised a roster of workers to come to spend time discussing the booklet and being assessed.

-6 workers came to the shed and spent approximately 20 - 40 minutes discussing the booklet, award restructuring and its implications for them, and being assessed.

Visit 3 - 5 hours approximately.
[following
week]

-about an hour was spent with the B.W.I.U. Shop
Steward discussing the impact of the first visit.

-5 workers came to discuss and be assessed.

Visit 4 - 3 hours approximately.

-final meeting with Shop Steward and attendance at
the second site consultative committee meeting re
award restructuring.

11 out of the 15 workers at the initial meeting provided feedback.

SITE 2

Trialling at this site was organised through the Company Training
Manager. He was familiar with award restructuring, the booklet and its
purpose.

Visit 1-A preliminary meeting was set up with the site
Industrial Officer who was receptive to the idea of
trialling. He suggested that the booklet be explained
to the Management and the workers at the site's
monthly communications meeting. This was done and
the booklets were left for distribution to those
interested in giving feedback and/or being tested.

Visit 2 -12 hours total.

" 3

" 4

-the procedure was the same as at Site 1.

-a room was set aside for assessment and the
Company Foreman organised times for the workers to
attend.

-10 workers were interviewed.

* This site had a developing training culture.

PAINTERS' UNION

The booklet was trialled by the literacy and language support person who
works in the evenings at the Union.

Three NESB clients have used the booklet as a basis for language
acquisition and award restructuring familiarisation.

RESULTS

WORKER PROFILES

GENDER	AGE	LANGUAGE	SCHOOLING	OCCUPATION
BACKGROUND				
MALE	30+	NESB	PORTUGAL	LABOURER (Former Policeman)
"	30	ESB	FORM 4 'ISH	SCAFFOLDER
"	40+	ESB	FORM 1	DOGMAN
"	30+	NESB	PORTUGAL	LABOURER (former Pastry Cook)
"	40+	ESB	-	STEEL REINFORCING
"	50+	ESB	-	TRADESMAN/ CARPENTER
"	30+	ESB	-	TRADESMAN/ CARPENTER
"	20	ESB	YEAR 12	APPRENTICE
"	20+	ESB	YEAR 11	TRADESMAN/ CARPENTER
"	30+	ESB	-	TRADESMAN/ CARPENTER
"	20+	ESB	-	TRADESMAN/ CARPENTER
"	55+	ESB	PRIM SCHOOL	PEGGY
"	55+	NESB	ITALY	LABOURER
"	30+	ESB	FRAGMENTED	LABOURER/SHOP STEWARD
"	20	ESB	YEAR 8	(Former Chef)
"	20	ESB	YEAR 12	APPRENTICE

"	40+	ESB	-	OCC. HEALTH/ (Former Plumber)
SAFETY OFFICER				
"	20+	ESB	TERTIARY	ADMINISTRATION
"	30+	ESB	-	CARPENTER/ SURVEYOR
"	20	ESB	YEAR 12	APPRENTICE
"	20+	NESB	YEAR 11	LABOURER
"	30+	ESB	-	CARPENTER/ FOREMAN
"	30+	NESB	LEBANON	UNEMPLOYED
"	40+	NESB	ITALY	"
"	50+	NESB	ITALY"	WORKER RESPONSES

1. The booklet format and content were received positively by all those interviewed. There was only one retort [Site 1, Visit 1] that it was childish.

Comments such as:

- "Good idea to have information on hand"

- "Easy to follow"

- "Everyone should be able to understand it"

- "Most of the stuff we know"

- "There should be explanations in other languages"

- "I didn't realise there were groups of signs - I just thought they used any old colour!"

- "I think the level is OK - I work with people who don't have much English"

- "I think everyone should learn English"

2. All but two of the workers on the 2 sites were able to cope with the booklet. The majority of those interviewed were from an ESB

and could cope well. The two NESB workers on Site 1 felt comfortable with the material and could interpret and understand all the signs and read the site words. They had more difficulty with the signs "Welding in Progress" and "Beware of Vehicles".

They managed to fill out the form unassisted although one was uncertain what "start and finish time" was referring to. Both conversed easily in English. Neither had been to English classes and had developed English language skills on site. Both were literate in their language of origin.

Two workers on Site 2 were prepared [after time] to discuss training and the booklet but they weren't prepared to go any further.

3.The section on "How to Ask for Help" caused the greatest difficulty. The apprentices and labourers were the least sure about who was who on site. There was also confusion about who to see about what problem. [I intend to reorganise this section as it is not very clear].

4.Everyone was impressed that the Union Rep had a briefcase and collar and tie.

5.Several workers gave excellent feedback on drawings and their accuracy.

6.Some had prepared very thoroughly for the session - they mentioned they had practised with their mates and tested each other.

7.One ESB worker was prepared to be assessed although he appeared to cope by being site wise rather than reading.

8.Some workers came because they wanted to be part of the new system, others just to check out what was going on, and others to get info about "this award restructuring".

9.At the Painters' Union, one participant was delighted that there was some material to which he could apply his newly acquired skills. He was able to "pass" this level.

The other two participants are working through the booklets in order to pass Level 1 Communications.

They need a lot of support with the writing section.

One participant reflected the critical issue with training in this economic downturn by asking "where job?" once he had completed

the booklet.

10. All workers were able to carry on a lengthy conversation in English.

DISCUSSION AND RECOMMENDATIONS

-The material and approach were generally well received. The fact that there was some material to concentrate on was an asset. It provided a topic for discussion and a focus for assessment.

The professional look of the booklet was appreciated.

It would seem for this first trial that the booklet is pitched at an appropriate level. It is easy to follow and user friendly.

-Training is a very new concept on site. On Site 1 very few workers had an overview of award restructuring and had only a hazy notion of how it applied to them.

There needs to be lots more done here before training can be seen to be relevant.

There was no understanding of recognition of prior learning or challenge tests.

-Suspicion and negativity lurk around. Those workers who are qualified tradespersons feel resentful that they have "done it the hard way" and it would seem to them that other workers are being given "a soft option".

Those who have had no training think that the whole thing is a government/ management plot to erode their conditions.

-A number of older workers equate "training" with "schooling" and reject it out of hand!

-The Shop Steward on Site 1 was very supportive of the value of training. He had an excellent overview and could see the potential for flexible mobile training arrangements with TAFE Colleges. It makes a great difference to have the Shop Stewards on side! The Shop Steward on Site 2 was very useful in accessing the older reluctant worker.

-Everyone wanted steel reinforcing to be a trade!

-Much more material is needed in a hurry!

-User friendly material is needed on:

award restructuring

Level 1 OH&S, work structures and plan reading

Level 2, 3 + communications

-A training culture has to be developed!!!

There was a noticeable difference between Site 1 [where there was no tradition of on site training] and Site 2 where the training structure within the Company is in place and the workers have a grasp of training and award restructuring.

-Training approaches and programs have to be site specific. There needs to be a training officer on every site to advise, plan, co-ordinate training.

-From the Consultative Committee meeting on Site 1, it was obvious that the Project Architect, Engineer and Management were eager for information and supportive of the underlying concepts.

The booklet was further trialled with Painters and Decorators on a Melbourne building site (Trial 1) and with the participants in the Certificate of Occupational Studies (Building & Construction) at the Melbourne College of Decoration.

For Trial 1, several booklets were given to the employer at the firm's main office. The procedure of distribution and assessment was explained and the employer arranged to have the booklets distributed to her employees by the foreman. The employer responded very favourably to the booklet format and was keen to agree to the trialling because it wouldn't take too much time.

A time, immediately after work had finished, was set aside for the assessment session. (The employer felt that if the workers were keen, they would be prepared to put in some of their own time).

RESULTS

WORKER PROFILES

GENDER AGE LANGSCHOOLING OCCUPATION BACKGROUND

MALE
50+
E.S.B.-Painter,
Former Foreman

MALE30+E.S.B.Tradesman/Painter

MALE20+N.E.S.B.YR 9Painter

MALE50+N.E.S.B.ITALYPainter

MALE20+E.S.B.YR 9Tradesman/Painter

WORKER RESPONSES

A group assessment was held. All participants could speak English fluently and were able to handle a discussion on Award Restructuring, the concept of levels and on-site training. They all coped with the contents of the booklet and although it was not at their level they didn't dismiss it.

They knew of at least two of their workmates who would have had difficulty with it. Those workmates weren't prepared to come along.

TRIAL 2

The booklet was trialled at the Melbourne College Decoration. 20 Certificate of Occupational Studies (Building & Construction) students received the booklet as part of the Communications component of their course. Two students could not cope with the literacy level, and both were given literacy and language support.

TRIAL 3

The booklet has continued to be used at the OPDU Support Centre.

CONCLUSION

Further trials of the booklet substantiated the original findings which in summary are:

1. That the material and approach were positively received.
2. That 7 out of 52 respondents didn't cope with the literacy requirements of the Level 1 Booklet.
3. That of those 7, 5 received further support and managed to gain competency. The remaining 2, chose not to pursue the matter further.
4. That there needs to be much more input into developing a 'Training Culture' on-site which is seen by the workers as being beneficial for them.

5. That the material developed for all aspects of Award Restructuring training has to be user friendly and literacy sensitive.

6. That delivery of training has to be approached innovatively to accommodate the mobile, hands on, oral nature of the Building and Construction Industry.

MODULE TITLE Communications - Level 1

Nominal Duration Various

Module Number -

ASF Level

Purpose

Relationship of
Competency Standards

Pre-requisites

Summary of Content

Delivery

Element Name On Site Words

Element Number 2

Learning Outcome

Performance Criteria

Conditions

Assessment Method

Element Name Giving Basic Information

Element Number 3

Learning Outcome

Performance Criteria

Conditions

Assessment Method

Element Name Expressing an Idea

Element Number 4

Learning Outcome

Performance Criteria

Conditions

Assessment Method

Element Name Interpreting a Map

Element Number 5

Learning Outcome

Performance Criteria

Conditions

Assessment Method

TRAINING LEVELS 1 & 2 PROPOSED INTEGRATED LANGUAGE AND LITERACY SUPPORT
MODEL FOR A BUILDING SITE

ON-SITE JOB SPECIFIC PRINT
TASKS

- Print audit
- Print modified if
necessary

- Specific training to complete.

L&L SPECIALIST SUPPORT

- Weekly/bi weekly
- Sound knowledge of B&C industry.

ON-SITE LEARNING ENVIRONMENT

- Acceptance
- Consultative Committee
- Management involvement
- Training for ALL.

TRAINING MATERIALS

- L&L sensitive graphics
- Plain English
- Clear concepts
- Oral/visual options.

WORKER

RECEIVES INTEGRATED
SUPPORT.

INFORMAL L&L SUPPORT

- Mates
- Union Officials
- Foreman
- Leading Hand.

ON-SITE TRAINERS

- Repertoire of training techniques
- L&L sensitive

- communication/
interpersonal
- Familiar with flexible
delivery modes.ON-SITE MATERIALS

Eg.

- Notice boards
- Union information
- Bulletins
- Memos
- Instructions

All L&L sensitive.ON-SITE JOB SPECIFIC
ORAL TASKS

- Oral audit
- Oral language
- Demands modified if
necessary
- Specific training.