Description: Workplace Literacy

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>FET</td>
<td>3551</td>
<td>34735</td>
<td>2, 2004</td>
<td>EXT</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE003
Student contribution band: 1
ASCED code: 070109

STAFFING

Examiner: Ann Michael
Moderator: Alison Mander

RATIONALE

The advent of the 'information age', development of sophisticated communication technologies and increasing cultural diversity and spread of globalisation, place greater demands on us to develop more complex literacy capabilities in our personal, civic and working lives. As society embraces the lifelong learning concept, it is essential that all citizens are adequately prepared for effective participation in their workplaces and in their communities. Development of language, literacy and numeracy capability is fundamental to achieving this vision. Demands on workplaces to undergo change that enables them to reach and maintain high levels of productivity and remain competitive, have created an urgent need for a well-trained, highly competent workforce. Workers are increasingly asked to use a wider range of communication skills to perform workplace tasks where perhaps once language, literacy and numeracy were not an issue. Recognising that language and literacy underpin and influence performance of workplace and learning tasks and industry competencies, greater importance is being placed on understanding and addressing the language, literacy and numeracy demands in learning and in the workplace. Vocational teachers, workplace trainers and assessors are being asked to consider the language, literacy and numeracy requirements of their training programs, learning materials, assessment methodologies and teaching delivery. They are also being asked to consider the English language, literacy and numeracy skills of their learners. The capacity of vocational teachers, trainers and assessors to support the language, literacy and numeracy needs of learners often requires significant adjustments in learning facilitation strategies, specifically those relating to the focus on theory, instruction and repertoire of practices needed in the field.
SYNOPSIS
This course will explore an expanded definition of literacy in today's society; investigate aspects of literacy in relevant learning contexts; and then examine issues and practices related to language, literacy and numeracy and communication in teaching, learning, and work settings. The focus will be on providing teachers/trainers with the knowledge and skill to plan for and support the language, literacy and numeracy needs of all learners; implement workplace literacy audits; and develop effective strategies for teaching and assessment that considers the demands of language, literacy and numeracy.

OBJECTIVES
On successful completion of this course students will be able to:

1. demonstrate an awareness of the current status of literacy skills of adults and the relationship between literacy capability and socio-economic factors;
2. define key concepts in the area of literacy;
3. understand the changing contexts for language and literacy use and demonstrate an awareness of the increasingly high levels of literacy competencies required in the workforce and in learning;
4. analyse job-related skills together with identified literacy skills and demonstrate an awareness of the instructional implications of this;
5. demonstrate a knowledge of a range of assessment procedures, select appropriate assessment procedures and interpret assessment responses related to target learners and specific workplace competencies and tasks;
6. demonstrate a knowledge of a range of literacy support strategies and structure training programs which are appropriately responsive to the learning characteristics of either the adolescent learner or of the adult learner;
7. evaluate the effectiveness of teaching/training programs and modify or restructure programs where necessary.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Towards a more literate society: rationale and arguments for provision of language, literacy and numeracy skills</td>
<td>10.00</td>
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<tr>
<td>Whose literacies? Which practices? Focus on theory.</td>
<td>20.00</td>
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<tr>
<td>Contexts for literacy in use</td>
<td>20.00</td>
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<tr>
<td>Unpacking training packages and related competencies</td>
<td>20.00</td>
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<tr>
<td>Planning to support learner needs</td>
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<tr>
<td>Assessment, evaluation and review</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

There is no set text in this course, however students are advised to read widely on the subject including those texts and online materials recommended in the Reference Materials. Students are advised to access the websites and download the texts in preparation for their use in the course.

REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

The following references can be downloaded from the web and it is recommended you access them or alternatively you may find hard copies in libraries: * The National Reporting System, (online) at www.nrs.detya.gov.au * Built in Not bolted on, at www.anta.gov.au * A New Assessment Tool, at www.anta.gov.au


STUDENT WORKLOAD REQUIREMENTS:

<table>
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<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Assessment</td>
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<td>Directed Study</td>
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ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
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<tr>
<td>ASSESSMENT 2</td>
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<td>ASSESSMENT 1</td>
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<td>10.00</td>
<td>01 Oct 2004</td>
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<td>ASSESSMENT 3</td>
<td>55.00</td>
<td>55.00</td>
<td>29 Oct 2004</td>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
The Department of Further Education and Training has an extension policy which enables students to be within two weeks of the due date for assignments before they need to contact the course examiner. If more than two weeks late with submission of assignments, students must contact the course examiner to negotiate a further extension.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily * completing all summative assessment items. * As stated in Assessment 2.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.

**ASSESSMENT NOTES**

1 Students who do not qualify for a Passing grade may, at the discretion of the examiner, be assigned additional work to demonstrate to the examiner that they have achieved the required standard. It is expected that such students will have been assessed as close to a grade of C- on any summative assessment item that was failed.

**OTHER REQUIREMENTS**

1 Online access is required for aspects of this course.