AGED SERVICES SECTOR

LLN... NOT AN AFTERTHOUGHT
TOOLKIT

Embedding Language, Literacy and Numeracy
into everyday work

www.agedserivcestas.com.au

CONTENTS

This document and its supporting tools and resources are available for download at **www.agedserivcestas.com.au**

AGED SERVICES SECTOR

ACKNOWLEDGEMENTS

LANGUAGE, LITERACY AND NUMERACY

In the Aged Services Sector, it is critical that workers have the necessary competence in language, literacy and numeracy (LLN) to undertake their jobs effectively and efficiently. Having the appropriate skills enables people to fully participate in the workforce, enjoy their job and better contribute to quality services.

Effective communication is central to a functional workplace and is especially important when working with the more vulnerable in our community, including older people.

For the purpose of this toolkit, LLN skills are defined as the range of learning, reading, writing, oral communication, numeracy and digital literacy skills required to participate in work.

Sometimes LLN Skills are thought of as the basic skills of being able to read and write, or they can be associated with entry-level positions in the workforce. However, LLN skills underpin all areas of work in the aged services environment. From CEO to carer to hospitality roles, LLN skills can influence the performance of workplace tasks. Everyone at all levels within an organisation can improve their LLN skills and we all have a role to play to create a culture of learning and improvement in the workplace.

Aged & Community Services Tasmania (ACST) supports the development and delivery of projects to build the essential skills of the Aged Services Sector in Tasmania. Through participation in previous 26/TEN LLN projects our Sectors has demonstrated a strong commitment to supporting staff to develop the language, literacy and numeracy skills necessary for providing quality service to clients.

The intent of this Toolkit is to support Aged Services Sector employees to enhance and develop their existing LLN skills. It contains practical information for aged services employers, training providers and managers to strengthen existing employment and recruitment processes by ensuring that LLN skills requirements are aligned with job roles.

By embedding the essential skills of LLN into our everyday work, we will ensure a cycle of continuous quality improvement in the sector and, most importantly, in the delivery of quality services to our clients.

We hope you find this toolkit both practical and helpful.
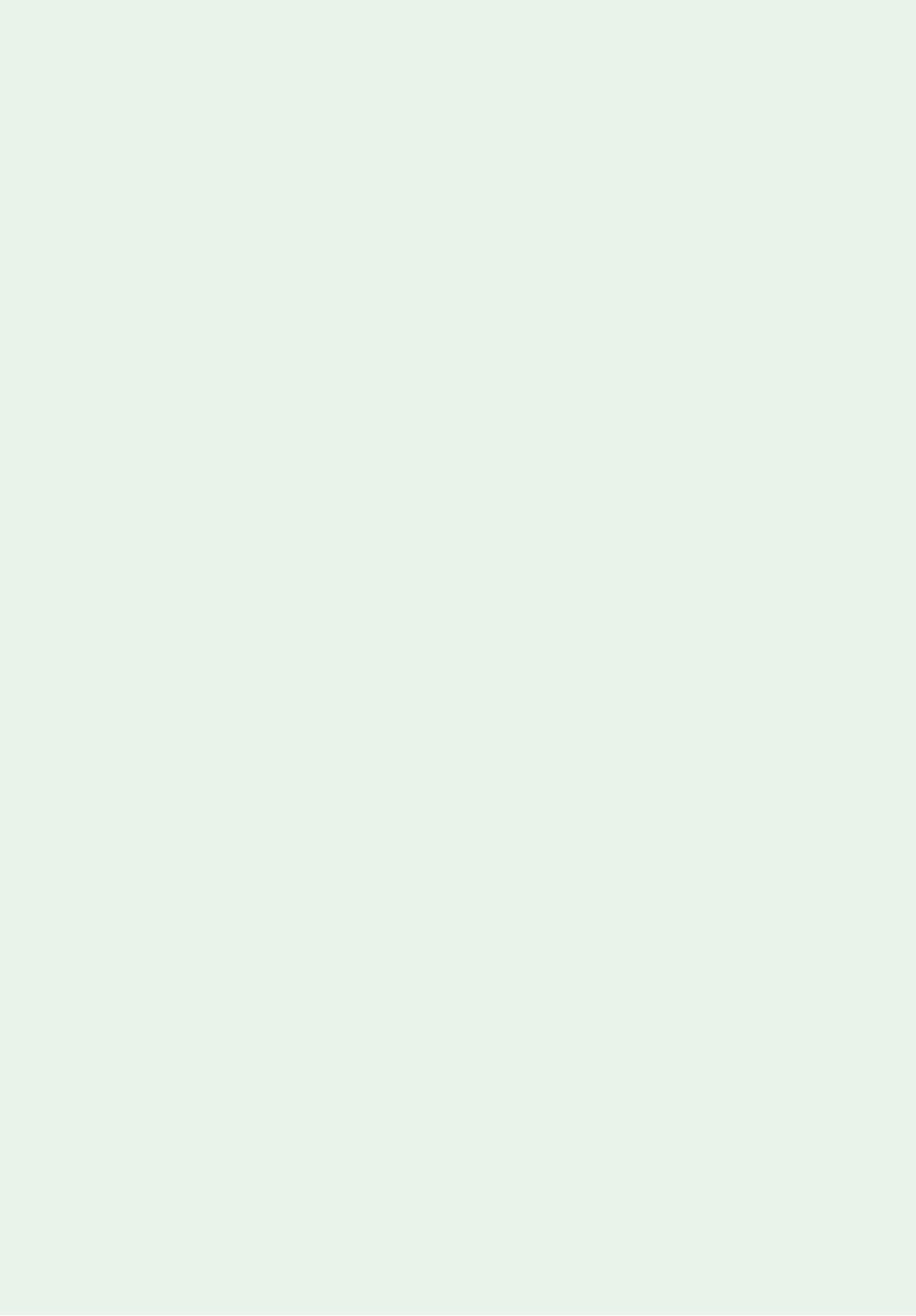
WHAT'S IN THE TOOLKIT

This Toolkit is made up of information, templates and resources to help your organisation consider the essential skills of language, literacy and numeracy in its everyday operational processes. It recommends a methodical approach that encompasses the employment cycle from the point of recruitment. However, sections or individual tools from the Toolkit can be adapted and used independently.

The information, templates and tools are available in both PDF and Word format so they can be modified to your organisation's requirements and context. They can be used to implement new procedures or to modify existing practices to address the LLN needs within your workplace.

The Toolkit is designed to be flexible to allow organisations to implement the whole process, pick up relevant parts, or customise it to meet their own needs.

The kit comprises:

TOOLKIT	LLN… Not an afterthought Toolkit (this document)
POLICIES	Language, Literacy and Numeracy Policy
	Recruitment, Selection and Orientation Policy
	Education, Training and Development Policy
	Performance Appraisal Policy
LLN ASSESSMENT TOOLS	Level 1 Assessment Tool & Answer Key
	Level 2 Assessment Tool & Answer Key
	Level 3 Assessment Tool & Answer Key
	Level 4 Assessment Tool & Answer Key
	Level 5 Assessment Tool & Answer Key
POSITION DESCRIPTIONS	Administration Officer
	Care/Support Worker
	Hotel and Hospitality Services Employee
	Leisure and Lifestyle Assistant
	Registered Nurse
JOB ROLE PROFILES	Administration Officer
	Care/Support Worker
	Hotel and Hospitality Services Employee
	Leisure and Lifestyle Assistant
	Registered Nurse
DEVELOPMENT PLANS	Organisational LLN Development Plan
	Personal LLN Development Plan
OTHER TOOLS	Review of Current LLN Practices Checklist

This document and its supporting tools and resources are available for download at **www.agedserivcestas.com.au**

HOW TO USE THIS TOOLKIT

The Toolkit supports organisations to embed a system for including language, literacy and numeracy into operational practices, using a methodical approach starting at the point of recruitment and continuing through the employment cycle.

The Toolkit follows six stages and is designed for easy use by people working in a variety of roles within the Aged Services Sector. It can be used by human resources professionals, managers or supervisors to assist with recruitment or in the performance appraisal process, depending on the need to embed LLN in their daily activities.

STAGE		SUB STEPS
1	Invite the team on board	Obtain support and buy-in from key organisational stakeholders, including: › management › human resources › supervisors
2	Note your current position	Assess current practices using this Toolkit: › identify areas of change › complete the *Review of Current LLN Practices Checklist*
3	Plan your journey	Where gaps or need for change has been identified, develop new or revise existing: › policies and procedures › position descriptions
4	Getting underway	Use the LLN Implementation Flow Chart to guide you through the following processes: › using the *LLN Assessment Tools* › recruitment › performance review
5	Find the strengths and gaps	Identify LLN gaps within the organisation: › complete an *Organisational LLN Development Plan* › organise and/or deliver training programs where needed according to the plan
6	Reflect on your progress	Review your new LLN processes along with your existing review procedures.

1. INVITE THE TEAM ON BOARD

For any new process to be successful it is critical to bring everyone along on the journey. Obtaining support and engaging ownership from key internal stakeholders will ensure that changes will be sustained. The potential benefits for everyone must be understood before changes in processes can be embraced by the people involved.

WHO ARE THE KEY STAKEHOLDERS?

Identifying the key stakeholders and their involvement in people management is fundamental in developing useful people management activities. Typical key stakeholders and their interests are described in the table below.

Key Stakeholder: Management	
Responsibilities	Make informed and clear decisions about the workforce, current and future, to achieve strategic direction.
	Create a constructive environment of learning in the workplace.
	Motivate employees to commit to improving their skills.
Key Stakeholder: Human Resources	
Responsibilities	Ensure that new employees' LLN needs, as applicable to their job role, are identified as they are recruited into the organisation.
	Ensure that existing employees' LLN needs, as applicable to their job role, are identified as they move into a new job role.
	Ensure that all employees are provided with the appropriate support and opportunities to improve their LLN skills to meet the requirements of their job role.
Key Stakeholder: Supervisors	
Responsibilities	Have input into the LLN requirements and expectations of job roles.
	Provide feedback to employees on opportunities to improve LLN skills, ensuring job roles are undertaken to an appropriate standard.

BENEFITS TO THE ORGANISATION

Introducing a process that encompasses LLN into everyday work has a wide range of benefits to everybody, including the clients. Engaging ownership by management and staff is more likely to be successful if they understand that the process provides the following benefits:

> A strengthened recruitment process, including the movement of employees into new positions through a clear understanding of LLN standards and expectations, documented against job roles.

> Improved ability to assess an employee's, or potential employee's, LLN skills and identify any LLN skill gaps as applicable to their job role.

> Improved quality of service to residents and clients by assuring that people with the appropriate skills are recruited, developed and retained.

> Increased productivity within the workplace as employees are supported to develop LLN and other skills appropriate to their job role.

> Identification of any LLN gaps in the organisation, including information and opportunities to address these gaps.

NAME OF TOOL	REVIEW OF CURRENT LLN PRACTICES CHECKLIST

Use this checklist to assess your organisation's current approach to LLN practices and help identify areas for improvement. The LLN Toolkit contains resources to help your organisation modify and improve its practices to ensure LLN is embedded in its day-to-day activity.

ORGANISATION PRACTICE AND POLICY QUESTIONS	RESPONSE	
Is there a Language, Literacy and Numeracy Policy?	YES	NO
ACTION REQUIRED		
Is there an understanding of the LLN skills required to undertake each job role within the organisation?	YES	NO
ACTION REQUIRED		
Are there areas of the organisation where there are known LLN skills gaps?	YES	NO
ACTION REQUIRED		
Is there a position description for each job role that includes LLN requirements?	YES	NO
ACTION REQUIRED		
Do human resources policies and procedures include LLN skill requirements?	YES	NO
ACTION REQUIRED		
Does the organisation have the following policies?	YES	NO
❯ Recruitment, Selection and Orientation Policy	YES	NO
❯ Education, Training & Development Policy	YES	NO
❯ Performance Appraisal Policy	YES	NO
ACTION REQUIRED		
Are new employees screened for LLN skills during the recruitment or orientation process?	YES	NO
ACTION REQUIRED		
Are existing employees screened for LLN skills during the performance appraisal process or when moving to another job role?	YES	NO
ACTION REQUIRED		
Does the organisation have an Organisational LLN Development Plan?	YES	NO
ACTION REQUIRED		

TOOLS: REVIEW OF CURRENT LLN PRACTICES CHECKLIST   1

FIGURE 1: REVIEW OF CURRENT LLN PRACTICES CHECKLIST

2. NOTE YOUR CURRENT POSITION

Before heading off on a new journey, it's very useful to have a good idea of your starting point. Undertaking a review of your current processes will provide you with this benchmark.

The *Review of Current LLN Practices Checklist* **(Figure 1)** will help you identify what processes your organisation should add or modify.

The checklist provides practical questions to identify areas that could be strengthened and ensures that LLN is included in your people management activities.

If you identify gaps in your organisation's practices in relation to LLN, see the Additional Reading and Resources on the **www.agedserivcestas.com.au** for information and tools to build and strengthen organisational LLN.

✱ **RESOURCES IN THIS SECTION**
Available for download at **www.agedserivcestas.com.au**

REVIEW OF CURRENT LLN PRACTICES CHECKLIST

NAME OF POLICY	LANGUAGE, LITERACY AND NUMERACY	DATE	
RELATED POLICIES	Education, Training and Development Policy Performance Appraisal Policy Recruitment, Selection and Orientation Policy		
DEFINITIONS	The foundation LLN skills include the range of learning, reading, writing, oral communication and numeracy skills required to participate in work and in the wider community. Although the terms 'language, literacy and numeracy' (LLN) are generally used together they are not interchangeable or always linked. For the purpose of this policy each term is defined below. **Language:** involves the words, verbal structures and gestures we use to convey meaning. In using language, we generally use a combination of communication forms such as speaking, listening, writing and visual communication. **Literacy:** is the ability to read and use written information as well as to write appropriately in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing. **Numeracy:** involves the practical application of mathematical skills to absorb, use and evaluate information in numerical or graphical form. Depending on its form this can include basic number skills, spatial and graphical concepts and the use of measurement. **Digital Literacy:** Although not traditionally included in the definition of LLN, digital literacy now plays a major role in workplace communication within the Aged Services Sector. Digital literacy involves the use of electronic devices to communicate and provide written documentation.		

1. INTRODUCTION

Language, literacy and numeracy skills underpin almost all areas of work in the Aged Services environment. From CEO to carer to hospitality roles, language, literacy and numeracy (LLN) skills can influence the performance of workplace tasks.

This organisation understands the importance of skills in English language, literacy and numeracy and recognises the value of these skills for employees to effectively participate in our workplace.

We also recognise our obligation to ensure, as much as possible, that employees are supported in their job roles and where feasible are provided with LLN development opportunities.

2. PURPOSE

The purpose of the Language, Literacy and Numeracy Policy is to ensure:

> that all employees' LLN needs, applicable to their job roles, are identified as they are recruited into the organisation

> that as employees move into new job roles their LLN needs, applicable to the new job role, are identified

> that all employees are provided with the appropriate support and/or opportunities to improve their LLN skills to meet the requirements of their job role.

POLICY: LANGUAGE, LITERACY AND NUMERACY 1

POLICY: LANGUAGE, LITERACY AND NUMERACY 2

POLICY: LANGUAGE, LITERACY AND NUMERACY 3

FIGURE 2: LANGUAGE, LITERACY AND NUMERACY POLICY

3. PLAN YOUR JOURNEY

Language, literacy and numeracy skills underpin almost all areas of work in the Aged Services Sector environment. All positions in every organisation are dependent upon appropriate LLN skills. The quality of these skills influences the performance of all workplace tasks.

The policy documents listed form the basis of the Toolkit. The policies provide a framework to help bring LLN into your daily activities of people and operational management.

All policies are provided as templates that can be adapted to your organisation's requirements. The policy templates are available for download at **www.agedserivcestas.com.au**.

LANGUAGE, LITERACY AND NUMERACY POLICY

The *LLN Policy* **(Figure 2)** outlines your organisation's commitment to the importance of LLN skills in the workplace. This policy can be customised to meet your organisation's requirements.

RECRUITMENT, SELECTION AND ORIENTATION POLICY

The recruitment and selection process is of prime importance as the vehicle for obtaining the best possible person-to-job fit. Having the 'right person for the job' contributes significantly towards an organisations capacity to deliver efficient and effective services. The recruitment, selection and orientation procedure will help managers to identify if the criteria are addressed.

The policy describes LLN assessment as part of the selection process and LLN skills development as part of the orientation process.

EDUCATION, TRAINING AND DEVELOPMENT POLICY

This policy outlines the organisation's commitment to providing access to training and professional development for all staff. It commits to encouraging your staff to take advantage of both internal and external training opportunities.

This policy includes LLN assessment as a means of identifying training needs and guidelines on the provision of LLN skills training.

PERFORMANCE APPRAISAL POLICY

This policy demonstrates the organisation's commitment to providing each employee with an annual performance appraisal. The purpose of the Staff Performance Appraisal is to communicate to employees how they are doing, to make and document specific plans for the employee's development and training and to acknowledge the employee's contribution to the organisation.

This policy includes the use of LLN assessment as part of the appraisal process, as well as the use of a *Personal LLN Development Plan* where skill gaps are identified.

✱ RESOURCES IN THIS SECTION
Available for download at **www.agedserivcestas.com.au**

LANGUAGE, LITERACY AND NUMERACY POLICY

RECRUITMENT, SELECTION AND ORIENTATION POLICY

EDUCATION, TRAINING AND DEVELOPMENT POLICY

PERFORMANCE APPRAISAL POLICY

SKILLS ASSESSMENT LEVEL 3

Name	
Address	
Mobile	
Email	
Instructions	Some of the questions that follow are multiple choice, some ask you to match answers to images, and some require a narrative response. Read the instructions carefully at each numbered question.

1. **Review the Medication Administration Chart below and answer the questions that follow.**

Medication Order	Hospital Day 1	Hospital Day 2	Hospital Day 2	Hospital Day 2	Hospital Day 2	Hospital Day 2	Hospital Day 2	Hospital Day 2	Hospital Day 3	Hospital Day 3	Hospital Day 3	Hospital Day 3	Hospital Day 3	Hospital Day 3
Aspirin 325 mg PO x 1	14:10													Patient Discharged at 1100
*Aspirin 325 mg PO daily												9:00		
Clopidogrel 300 mg PO x 1	14:30			9:00										
Heparin 4000 units IV x 1	14:20													
Heparin 1400 units/hr IV	Start 14:20	Discontinued 24:00												
Heparin 1200 units/hr IV		Start 24:00		Discontinued 08:45										
Atorvastatin 80 mg PO x 1	16:20			9:00								9:00		
Metoprolol tartrate 12.5 mg PO q6hr	18:00	0:00	6:00		Discontinued 10:55									
Metoprolol tartrate 25 mg PO q6 hr (hold for HR < 50 bpm or SBP < 100 mm Hg						12:00	Discontinued 17:00							
Metoprolol tartrate 50 mg PO q6hr (hold for HR < 50 bpm or SBP < 100 mm Hg								17:00	0:00	06:00 Held	Discontinued 06:15			
*Metoprolol tartrate 12.5 mg PO q6hr (hold for HR < 50 bpm or SBP < 100 mm Hg)											6:30			
Bivalirudin 66.6 mg IV x 1				9:15										
Bivalirudin 155.4 mg/kg/hr IV				Start 09:15	Discontinued 09:50									
*Atorvastatin 80 mg PO daily				8:10								9:00		
*Clopidogrel 75 mg PO daily				8:10								9:00		
* Hospital Day 3 Active Medication Orders														

a) **What is the purpose of this document?**

☐ To manage and record the time and dosage of a patient's medication

☐ To tell the patient when to take their medication

☐ To tell the nurse or carer when to administer medication

b) **At what time did the patient receive their first dosage of Clopidogrel?**

☐ Day 1, 9:00

☐ Day 2, 9:00

☐ Day 1, 14:30

c) **What dosage of Bivalirudin did the patient receive at 9:15 on Hospital Day 2?**

☐ 80.1mg IV x 2

☐ 66.6mg IV x 1

☐ 155.4mg/kg/hr IV

LANGUAGE, LITERACY AND NUMERACY ASSESSMENT TOOL

FIGURE 3: LLN ASSESSMENT TOOL, LEVEL 3

4. GETTING UNDERWAY

CHECKLIST

Use the *Review of Current LLN Practices Checklist* to determine if your organisation needs to modify its practices to ensure that LLN is embedded in your people management procedures. Where you have identified opportunities for improvement, determine the action required. For example, you may need to:

> develop an LLN Policy

> modify position descriptions to include LLN skills requirements

> modify people management policies to include LLN in everyday practices

LLN ASSESSMENT

Provided alongside this Toolkit are five LLN assessment tools **(Figure 3)** which are a practical method to determine if there are any LLN skills gaps. The tools can be used during a performance review, a move to a new job role for existing employees, and at the time of recruitment of new employees.

See the Aged Service Sector Workforce Hub to download an Introduction to LLN Assessment Tools, the tools themselves, and the Answer Keys to the tools.

✳ RESOURCES IN THIS SECTION
Available for download at **www.agedserivcestas.com.au**

REVIEW OF CURRENT LLN PRACTICES CHECKLIST

LANGUAGE, LITERACY AND NUMERACY POLICY

RECRUITMENT, SELECTION AND ORIENTATION POLICY

EDUCATION, TRAINING AND DEVELOPMENT POLICY

PERFORMANCE APPRAISAL POLICY

POSITION DESCRIPTIONS

JOB ROLE PROFILES

ASSESSMENT TOOLS

ORGANISATIONAL LLN DEVELOPMENT PLAN

AGED SERVICES SECTOR

JOB ROLE PROFILE

JOB ROLE PROFILE	REGISTERED NURSE (LEVEL 1)	DATE	
PURPOSE	The Job Role Profile - Registered Nurse (Level 1) identifies the language, literacy and numeracy standards required to perform effectively in the role. The table below identifies typical tasks, and states the level of workplace standard applicable to the tasks.		

TASK	WORKPLACE STANDARD/S
READING	
Read understand and appropriately action the following printed information:	**Assumes independent work with familiar supports, mostly familiar context and routine texts and may involve a number of steps.**
Client-related: › Care plans › Progress reports › Communication books › Medication / Webster packs › Clinical charts › Medical terminology/abbreviations (in line with Scope of Practice) › Industry-specific terminology › Material Safety Data Sheets and other WHS information **Organisation-related:** › Operating instructions for equipment › Standard Operating Procedures › Maps › Surveys › Policies and procedures › Organisational documentation › Minutes/memos › Read research papers, relevant texts/resources, e.g. MIMS, therapeutic guidelines, etc.	› Select and apply the strategies and procedures needed to perform a range of tasks after reading appropriate documents (care plans) › Interpret information from a range of tables, charts, and graphics, e.g. medication charts /Webster pack › Read and interpret a flowchart or diagrammatic texts, e.g. organisational chart. › Use workplace software and access assistance via the 'help' facility › Use both online and hard copy resources to find information, e.g. policies and procedures › Identify key messages in longer documents such as progress reports

JOB ROLE PROFILE: REGISTERED NURSE (LEVEL 1)   1
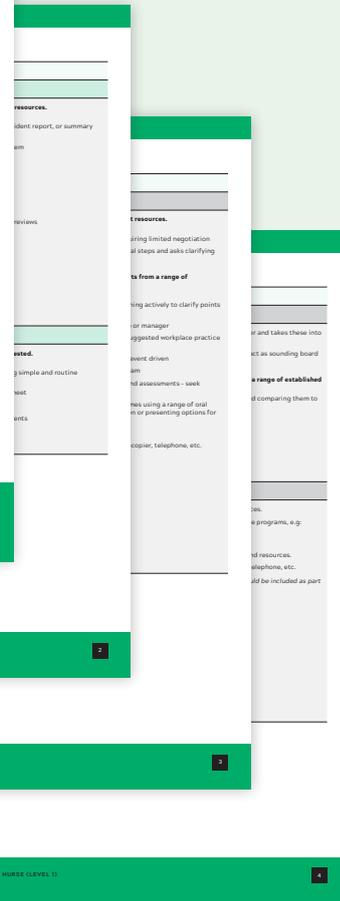
JOB ROLE PROFILE: REGISTERED NURSE (LEVEL 1)   2

JOB ROLE PROFILE: REGISTERED NURSE (LEVEL 1)   3

JOB ROLE PROFILE: REGISTERED NURSE (LEVEL 1)   4

EXAMPLE: JOB ROLE PROFILE

5. FIND THE STRENGTHS AND GAPS

THE IMPORTANCE OF THE LLN ASSESSMENT TOOLS

Use of the Aged Services Sector LLN Assessment Tools (or the organisation's own assessment tools) are a valuable method to identify any LLN skills gaps. They are useful during the recruitment of new employees into the workplace, selecting internal applicants for vacancies, or transitioning employees into a new job role.

The LLN Assessment Tools are available in five levels, with Level 1 being the most basic (suitable for entry-level job roles) and Level 5 being the most difficult (suitable for high-level clinical and management roles).

The assessment tools, including answer keys, for each level are available online at the Aged Services Sector Workforce Hub.

The assessment tool selected should be at a level of difficulty appropriate to the position/job role and include questions and activities appropriate to the job role. It is applicable to new employee and existing employees who are applying for a new job role.

The results of a completed LLN assessment will assist with best person-to-job fit, and will inform the organisation on where support or assistance may be required.

These resources will assist your organisation to identify and address LLN skill gaps. All resources are available for download at **www.agedserivcestas.com.au**.

PLAIN LANGUAGE

The use of plain English is an essential component of embedding LLN into the everyday practices within the Aged Services Sector. All workplace documents, policies, procedures and signage must be in accessible, or plain, language and tested for conciseness, simplicity and understanding of the document content.

Plain English can be defined as 'a way of presenting information that helps someone understand it the first time they read or hear it. It allows them to get the information they need, understand it easily and act on it if they need to.'

LLN Implementation Flow Chart

RECRUITMENT

Required LLN skills included in the *Position Description* and the recruitment process

EXISTING EMPLOYEE
moving to new position

NEW EMPLOYEE

Has the employee had LLN assessed?

NO

YES

Complete *LLN Assessment* applicable to job role

Applicant to omplete *LLN Assessment*

SELECT SUCCESSFUL APPLICANT

Include any identified LLN skills gaps on the *Organisational LLN Development Plan* where they contribute to the holistic development of the organisation

In addressing skills development, provide support and opportunity to improve LLN skills and record on employee's *Personal LLN Development Plan*

Provide feedback to employee on work performance including LLN skills development requirements

Re-assess employee using the appropriate *LLN Assessment Tool* if LLN gaps have been identified in the workplace

Include LLN skills as part of the performance review process using the *Position Description* and the *Job Role Profile* as the source documents

PERFORMANCE REVIEW

Include any identified LLN skills gaps on *Personal LLN Development Plan*
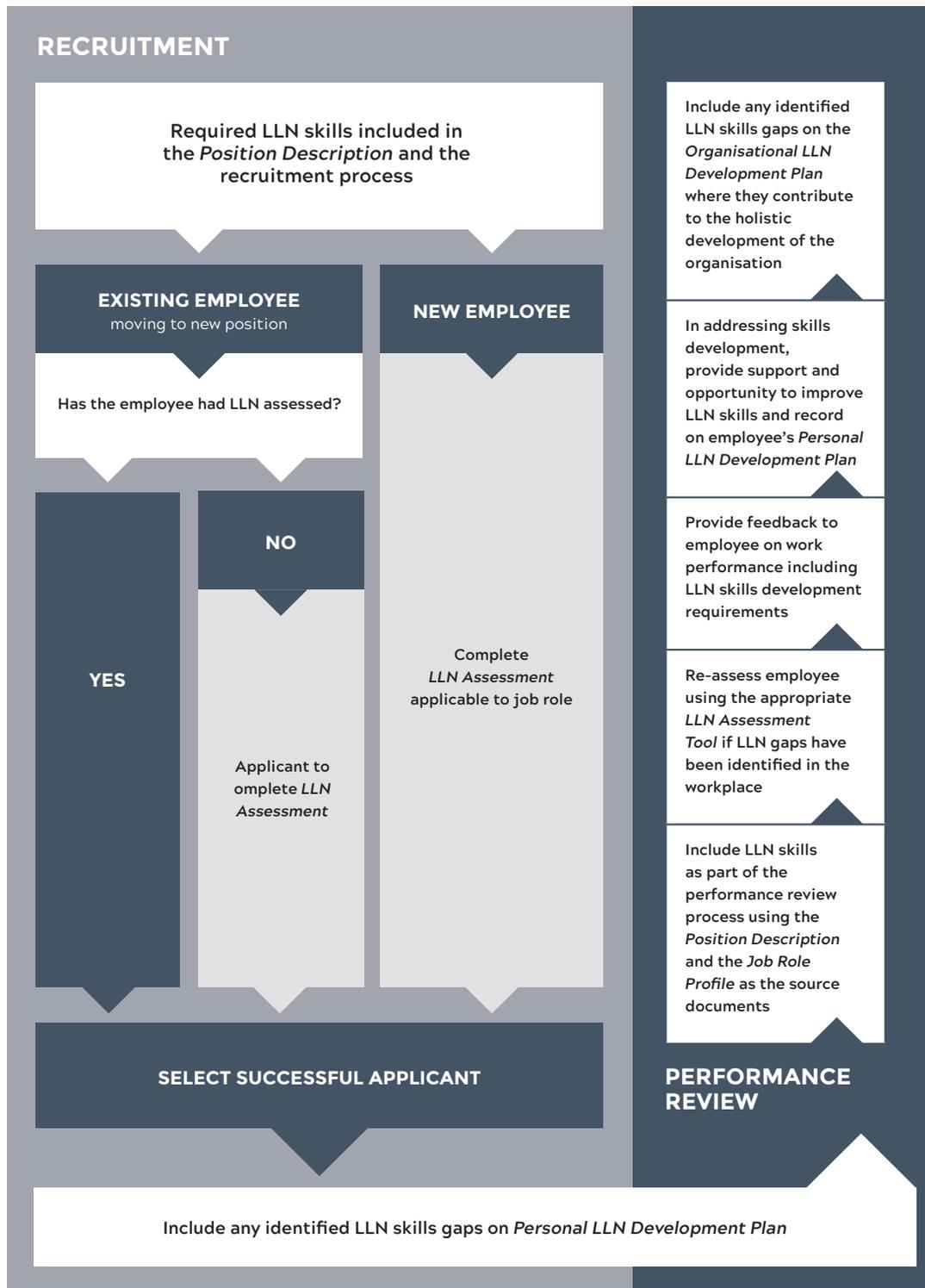
Figure 4: LLN Implementation Flow Chart

5. FIND THE STRENGTHS AND GAPS (CONT.)

ACTIONS

ACTION 1

Use the relevant *Job Role Profile* to determine the LLN workplace standards required to undertake the tasks associated with the *Position Description*.

ACTION 2

Select the assessment tool that best suits the job role. The assessment tool is available in five levels, Level 1 is the most basic and Level 5 the most difficult. The activities in the assessment tool can be mixed and matched to best suit the LLN skills required to successfully undertake a job role.

ACTION 3

Check the completed assessment against its answer key to determine LLN skills strengths and gaps.

ACTION 4

Record LLN skills gaps on the employee's *Personal LLN Development Plan*.

ACTION 5

Use the *Organisational LLN Development Plan* to record any LLN skills gaps and how they will be addressed. It may be helpful to refer to the *Example Organisational LLN Development Plan* provided.

LLN SKILLS IDENTIFICATION

The *LLN Implementation Flow Chart* **(Figure 4)** demonstrates the process to identify LLN skills using the LLN Assessment Tool. This identification commences at the point of recruitment, encompasses the annual performance review and includes internal movement and promotion.

✱ RESOURCES IN THIS SECTION

Available for download at **www.agedserivcestas.com.au**

JOB ROLE PROFILES

POSITION DESCRIPTIONS

LEVELS 1-5 LLN ASSESSMENT TOOLS AND ANSWER KEYS

EXAMPLE ORGANISATIONAL LLN DEVELOPMENT PLAN

ORGANISATION LLN PLAN TEMPLATE

ORGANISATIONAL LANGUAGE, LITERACY AND NUMERACY DEVELOPMENT PLAN

> List any actions that need to be taken after completing the Review of Current LLN Practices Checklist.
> List any training or other development that needs to be undertaken as a result of employees completing the Assessment Tool

NO.	OBJECTIVE	STRATEGY/ACTION	MEASURE & METHOD	RESULTS OF ACTION COMPLETED
1				
2				
3				
4				

DELIVERY METHOD(S)			
NO.	OBJECTIVE	DELIVERY METHOD	TIME FRAME	RESOURCES
1				
2				
3				
4				

TOOLS: ORGANISATIONAL LLN DEVELOPMENT PLAN   1

FIGURE 5: EXAMPLE ORGANISATIONAL LLN DEVELOPMENT PLAN

6. REFLECT ON YOUR PROGRESS

Evaluating your progress and recognising the successes are an important part of any new organisational process. People need to see that their effort is worthwhile.

Once the initial *Organisational LLN Development Plan* has been developed and the actions have commenced, monitoring and evaluation of the plan is required to ensure you are achieving your objectives. By monitoring the plan on a regular basis, the 'Results of Actions Completed' column can be populated and/or updated to indicate where the objectives are met. See the *Example Organisational LLN Development Plan* for a sample of a completed plan.

Regular review of your plan will allow your organisation to chart the achievements over time and demonstrate the results you have achieved towards meeting your objectives.

The key review questions to ask are:

> Have our people practices embedded LLN development as an everyday activity?

> Are we seeing changes to the LLN skills of our employees?

> Do the changes in our workplace practices contribute to the organisation's overall goals?

> Do the changes to the essential skill levels of employees contribute to the overall goals of the organisation?

Where the answers to the review questions indicate that issues exist, some modification of the *Organisational LLN Development Plan* may be needed. Further questions to consider include:

Did we deliver the actions we documented in the *Organisational LLN Development Plan?*

> Do we need to adjust the actions, activities or timeframes in the *Organisational LLN Development Plan* due to an unforeseen circumstance?

> Are the relevant staff and key stakeholders positively engaged in the *Organisational LLN Development Plan*? If not, how can we engage them?

The *Organisational LLN Development Plan* (Figure 5) should be treated as a dynamic document that can be modified regularly. Each cycle of recruitment and performance appraisal should prompt a review of the plan.

Regular review of position descriptions and job role profiles matrixes will occur in line with normal practices or as position requirements change.

✳ RESOURCES IN THIS SECTION
Available for download at **www.agedserivcestas.com.au**

REVIEW OF CURRENT LLN PRACTICES CHECKLIST

LANGUAGE, LITERACY AND NUMERACY POLICY

RECRUITMENT, SELECTION AND ORIENTATION POLICY

EDUCATION, TRAINING AND DEVELOPMENT POLICY

PERFORMANCE APPRAISAL POLICY

POSITION DESCRIPTIONS

JOB ROLE PROFILES

ASSESSMENT TOOLS

DEFINITIONS

TERM	DEFINITION
Digital literacy	Digital literacy involves the use of electronic devices to communicate and provide written documentation.
Language	Language involves the words, structures and gestures we use to convey meaning. In using language, we generally use a combination of communication forms such as speaking, listening, writing and visual communication.
Literacy	Literacy is the ability to read and use written information and to write appropriately in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing.
Numeracy	Numeracy involves the practical application of mathematical skills to absorb, use and evaluate information in numerical or graphical form. Depending on its form, this can include basic number skills, spatial and graphical concepts and the use of measurement.
Oral communication	Oral communication is the process of expressing information or ideas by word of mouth.
Plain English	Plain English is a style of communication that uses easy-to-understand, plain language with an emphasis on clarity, brevity, and avoidance of an overly complex vocabulary.

ABBREVIATIONS

The abbreviations listed below are applicable to this Toolkit and its associated resources.

ABBREVIATION	MEANING
ACFI	Aged Care Funding Instrument
ACSF	Australian Core Skills Framework
ACST	Aged & Community Services Tasmania
AHPRA	Australian Health Practitioner Regulation Agency
ASS	Aged Services Sector
EN	Enrolled Nurse
HACCP	Hazard Analysis Critical Control Points
LLN	Language, Literacy and Numeracy
MSDS	Material Safety Data Sheet
SOP	Standard Operating Procedure