Putting LLNP to Work

A Workplace Experience Resource for LLNP Providers

Prepared for DEEWR by LWA

February 2012

LWA
LINDA WYSE & ASSOCIATES

Project team

Youle Bottomley

Mary Wallace

Kath Brewer

Design

Front cover: James Tait

Document design and layout: Tom Brewer-Vinga

Acknowledgements

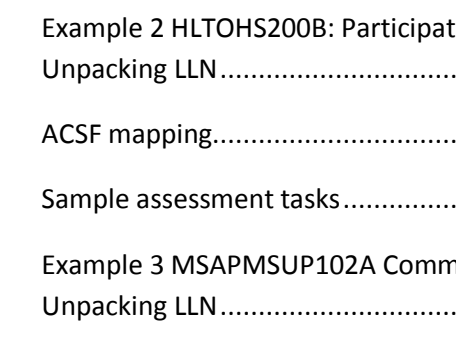## Use of photographs and visuals in the document

All names are fictional. An unlimited seats extended licence was purchased by LWA from www.dreamstime.com to download all photographs and visuals in this resource:

Page 21	Washing hands	Dreamstime ID: 8643449
Page 23	Workplace signs	Dreamstime ID: 309055, 248813, 0102968, 0463819, 0707084, 0744731, 4769264, 9531635
Page 26	Truck	Dreamstime ID: 247372
Page 30	Injured man	Dreamstime ID: 0578245
Page 31	Injured man	Dreamstime ID: 048690
Page 32	Injured woman	Dreamstime ID: 89739
Page 33	Construction worker	Dreamstime ID: 8823482
Page 60	Injured man	Dreamstime ID: 3871854
Page 73	Letterhead and roses/glass	Dreamstime ID: 557806, 947700

Contents

Introduction

In June of 2011, the Department of Education, Employment and Workplace Relations (DEEWR) commissioned a project to facilitate and promote the inclusion of a workplace observation and/or workplace experience component across Language, Literacy and Numeracy Program (LLNP) providers in the existing LLNP model. This project contained 2 components: a research component and resource development component.

The first component, *Report on Research into Workplace Experience / Workplace Observation Placements for LLNP Clients*, was completed in July 2011. The research looked at recent national and international adult learning for workplace preparation training programs which contained a workplace experience or workplace observation component.

This is the second component of the project: a resource to assist practitioners in the implementation of workplace observation and/or workplace experience in the LLNP.

Overview of this resource

Putting LLNP to Work – A Workplace Experience Resource for LLNP Providers is located on the LLNP page of the LWA website: http://www.lwa.au.com

There are 3 links:

- **The resource** – this link contains a pdf file of the entire document, see below for detailed information about the contents of the resource.

- **Assessment tasks** – this link contains the tasks found in sections 2, 3 and 4 of the resource. Customise these tasks to suit your context and learners' needs.

- **Training package units** – this link contains the training package units which were unpacked and mapped in Section 3 of the resource. Use this link to examine the detail of the units; this will be necessary to fully understand the unpacking and mapping procedure.

Section 1

This resource opens with workplace experience case studies. A range of approaches to program organisation and delivery are illustrated through the case studies. Each case study describes a workplace experience model tailored to meet the needs of a particular client base. These are real life examples of LLNP practitioners' approaches to addressing workplace experience in the LLNP.

Section 2

Section 2, Lower level ACSF sample activities and tasks, contains work related activities and tasks which can be utilised in LLNP classes below exit ACSF level 2. These activities and tasks give ideas for bringing the workplace into the classroom.

Section 3

Section 3 of this resource shows how to incorporate industry-specific training package units of competency into the LLNP. Four examples are given, each showing unpacking of the language, literacy and numeracy in the units, mapping those units to the ACSF and providing tasks which assess some elements of the industry-specific units and performance features of indicators of the ACSF. This part of the resource demonstrates the steps for embedding LLN and workplace skills using units from industry training packages.

Section 4

Section 4, Higher level ACSF sample activities and tasks, contains work related activities and tasks for LLNP classes at and above ACSF exit level 2. The activities and tasks integrate LLN and workplace skills and may be adapted for workplace experience preparation.

Section 5

Section 5, Resources for workplace experience or workplace observation preparation in the LLNP, contains websites and online resources to support the implementation of bringing the workplace into the LLNP classroom. This list is not exhaustive but provides a starting point for the wealth of information available to supplement classroom activities with workplace-related information and ideas.

Reflect on the language, literacy and numeracy used in the workplace

The types of language, literacy and numeracy we use depends on the contexts in which we are operating. The language we use to speak to a classmate, for example, will be different to the language we use when speaking to an employer. In the same way, people need to use different literacy skills when reading a production roster compared with, for example, reading an email from a friend.

Individuals accessing the LLNP will come to the training with a range of language, literacy and numeracy skills, depending on their experience and familiarity with a situation:

- An individual may be very familiar with reading a memo but less familiar with the structure and vocabulary in a workplace notice
- An individual may have effective communication skills when describing their weekend, but may be less confident when describing a machine breakdown
- An individual may confidently fill in a typical personal information form, but may feel less sure about how to complete an incident report.

Each person in the training course will have strengths that can be built upon and needs to be addressed.

Questions need to be asked about the workplace tasks and roles the students in your LLN class are likely to perform. These will vary from industry to industry and workplace to workplace. It is vital that the demands of the LLNP teaching and assessment processes do not require language, literacy and numeracy skills greater than those most likely to be required by your students in the workplace. For example, if your students will only be required to write short memos for other line staff, then they should not be expected to practice writing production reports for management meetings.

When designing LLNP class activities with a workplace element, the following kinds of questions should be asked: (adapted from: Incorporation of language, literacy and numeracy into Training Packages, 1998 Commonwealth of Australia).
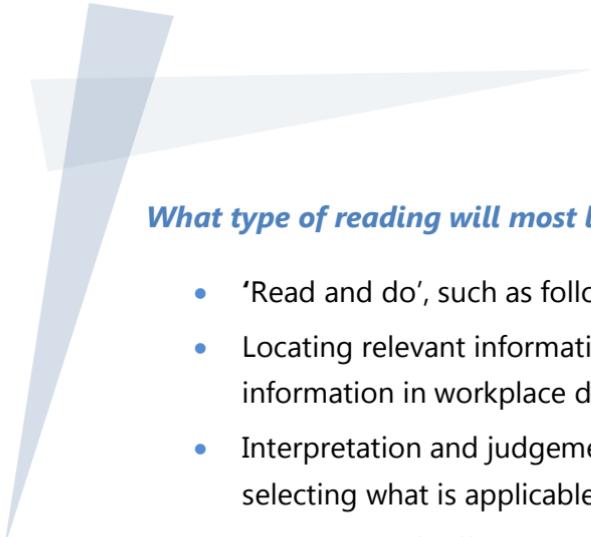
What type of reading will most likely be required by the students in their workplace?

- '**Read and do**', such as following routine instructions or OHS signs?
- Locating relevant information in written material, such as a form, or specific information in workplace documentation?
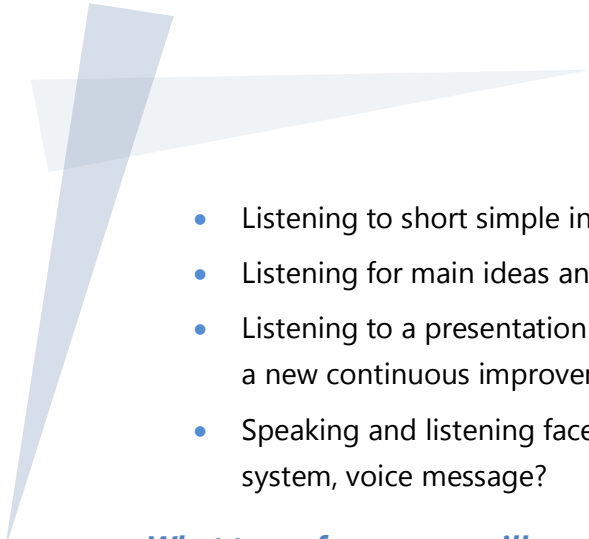- Interpretation and judgement, such as problem solving, interpreting procedures or selecting what is applicable from one or a number of documents?
- Integration of different pieces of information into one cohesive whole, such as developing new workplace procedures?
- Reading from a notice board, computer screen, manual, text message or product label?

What type of writing will most likely be required by the students in their workplace?

- Symbols, signature, numbers or diagrams?
- Short notes and messages where the content is important rather than the style, such as informal shift reports or messages to team members?
- Completing forms with relevant personal or factual details, such as tally sheets, workplace records or personnel forms?
- Reports, notices and memos where the writing style reflects the purpose of the communication and shows an understanding of the audience, such as minutes of meetings, standard operating procedures or accident reports?
- Reports, letters or notes which put forward a coherent position or conclusion, such as planning documents or promotional letters?
- Writing on paper, a text message, keyboarding, in note form, dot points, sentences, paragraphs, using abbreviations, symbols and technical vocabulary?

What type of speaking and listening will most likely be required by the students in their workplace?

- Exchange of information, such as answering customer enquiries, asking questions to get clarification, giving instructions and explanations, responding to interview questions, giving prepared presentations? Is this communication face to face, by phone, or in groups?
- Open-ended discussion to clarify issues, problem solve or consolidate working relations, such as chairing a meeting, negotiating with customers or dealing with workplace conflict?

- Listening to short simple instructions, such as evacuation procedures?

- Listening for main ideas and supporting points, such as in a training session?

- Listening to a presentation containing logic/arguments/explanation, such as plans for a new continuous improvement initiative?

- Speaking and listening face to face, using the telephone, radio, public address system, voice message?

What type of numeracy will most likely be required by the students in their workplace?

- Carrying out a mathematical process or calculation for a particular purpose?

- Using technology or aids, such as a calculator or speadsheet?

- Using estimation skills?

- Using maths language, both oral and written?

- Developing graphs, tables and charts?

- Using formulae?
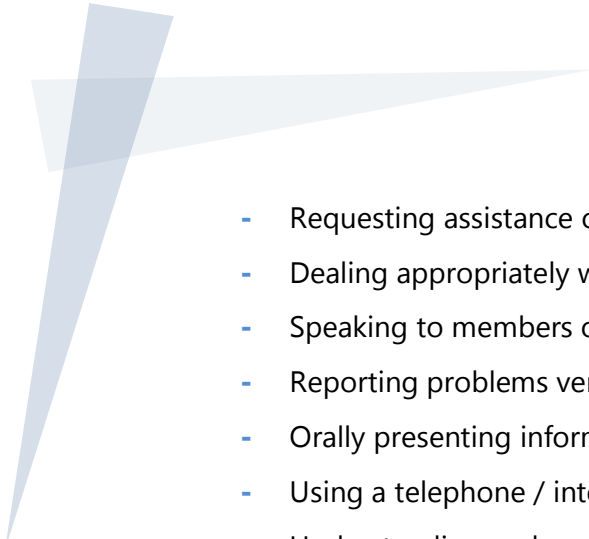
Use these types of questions to begin to inform the level of workplace language, literacy and numeracy needed for your classroom activities.

Sample list of workplace communication skills

The following lists were taken from the Workplace English Language and Literacy (WELL) training reporting guide. The WELL website also contains links to resources, see Section 5. These lists identify generic skills relevant to a broad range of workplaces and industries. Use them to identify skills development needs and to inform training and assessment activities:

Speaking and Listening

- Communicating clearly with other team / crew / staff members in the workplace

- Speaking at general workplace meetings

- Speaking at team meetings

- Expressing opinions

- Making suggestions

- Asking questions

- Giving instructions to others

- Seeking clarification

- Requesting assistance or advice
- Dealing appropriately with complaints
- Speaking to members of management
- Reporting problems verbally to team leader or supervisor
- Orally presenting information to a group of people
- Using a telephone / intercom system / 2 way radio
- Understanding and responding appropriately to verbal instructions
- Appropriately dealing with customers' needs
- Listening and reacting appropriately to others' opinions
- Understanding talks / presentations by management

Mathematical

- Using a calculator effectively
- Measuring length and height
- Calculating area
- Calculating volume of materials required for a task
- Calculating / counting / checking quantities
- Interpreting graphs and charts
- Interpreting / using tables of numerical information

Other Communication

- Working cooperatively in a team
- Conflict resolution skills
- Cross-cultural awareness skills
- Understanding:
  - Meeting procedures
  - Job application procedures
  - Enterprise bargaining negotiation procedures
  - Contract negotiation procedures
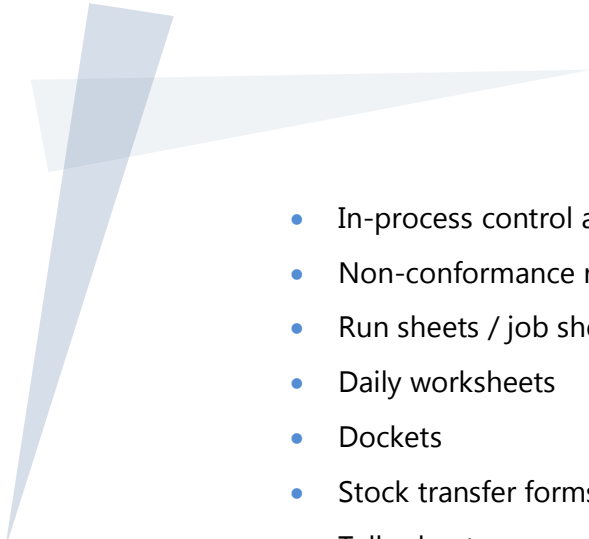
Reading

- Workplace documentation:
  - Standard Operating Procedures (SOP)
  - Job sheets / orders
  - Policies (e.g. safety; sexual harassment)
  - Memos
  - Dockets
  - Newsletters
  - Noticeboards
  - Plans, charts, tables
  - Manuals
  - Material Safety Data Sheets (MSDS)
- Responding appropriately to:
  - General workplace signage
  - Written work instructions
  - Directions on products (e.g. chemicals)
  - Workplace induction information
- Comprehending:
  - Pay-slip details
  - Computer screen data and print-outs
  - Reports
  - Enterprise Agreement
  - Handwritten messages
  - Training opportunities information
  - Training program materials
  - General workplace literature

Writing

- Completion of workplace documentation:
  - Leave and other general forms
  - Accident report forms

- In-process control and other quality control forms
- Non-conformance reports
- Run sheets / job sheets
- Daily worksheets
- Dockets
- Stock transfer forms
- Tally sheets
- Product wastage / rejects reports
- Downtime reports
- Reporting problems in writing
- Writing short messages for other personnel
- Writing meeting notes
- Writing reports
- Writing memos / notices
- Computer keyboarding

Section 1: Workplace experience case studies

Introduction

The following case studies illustrate different approaches to workplace observation/workplace experience program organisation and delivery.

Each case study describes a workplace experience model designed to meet particular needs. These needs may be needs of the student, such as writing workplace correspondence, needs of the industry, such as a particular qualification, or both. The case studies are included to detail the innovation needed to successfully address the targeted need(s).

How to use this section

Each case study is different. The client groups are diverse; the size and location of the providers are different and the resources used vary. Use these case studies to examine how the provider addressed their specific, identified needs and to generate ideas for your own client group.

Overview of the case studies

Case Study	Client group	Course duration	Course focus	Certificate	LLN level
1. SMYL	CALD	10 weeks including 40 hour workplace experience	Employment preparation skills	Certificate I in General Education for Adults	ACSF 2
2. MTC	Indigenous clients & youth at risk	20 weeks with 1 day per week workplace experience + 1 week volunteer workplace placement at end of course	Work-focused LLN training: child care sector	Certificate III in Children's Services + CSWE II & CSWE III modules	ACSF 2+
3. NMIT	CALD	Duration not specified 3 week workplace placement	Work focused LLN training: employment in aged care sector	Certificate III in Aged Care Work + ESL III Employment (ESL Frameworks)	ACSF 2+

Case Study 1 – a Work Ready Client and a Team Approach

Culturally and Linguistically Diverse (CALD) students can be job ready by their final block of standard training but lack confidence in their ability to apply their language and writing skills in a work environment. South Metropolitan Youth Link (SMYL) Community Services, a metropolitan and regional provider of the LLNP in Western Australia, adopted a team approach to address these employment barriers for one of their clients, assessed at exit ACSF 2.

A ten-week program ran for fifteen hours a week incorporating LLN classroom training on employment preparation skills and workplace experience possibilities with the LLNP teacher, one-on-one training with the LLNP coordinator, and a forty-hour workplace experience component. The Workforce Development Officer also worked with the student providing career advice. The one-on-one sessions targeted the workplace experience process and the participant's specific skill gaps for one and a half hours a week both prior to and during her workplace experience. Communication and writing skills were built up and she was introduced to the Australian workplace, using the Certificate 1 in General Education for Adults (CGEA) *work experience* module and the communication module, *Participate in work teams & groups*, as preparation for the LLNP workplace experience component.

Established community networks enabled SMYL to find their client workplace experience as a frontline receptionist with the local multicultural resource centre. The client completed her workplace experience successfully with job offers from the multicultural centre and from SMYL. She spoke to the class about her experience as a frontline receptionist with the multicultural resource centre. Her skills have now moved up an ACSF level, and she is currently working as SMYL's LLNP administrator. She has also completed three modules of a business traineeship with SMYL and the local TAFE.

CHALLENGES

Setting up the workplace experience involved additional time and effort, including time for the provider and DEEWR to arrange required documentation. Overall the workplace experience was successful because the client was job ready and highly motivated. She was also well supported by SMYL and the multicultural resource centre.

Case Study 2 – Certificate III in Children Services for Indigenous Clients and Youth at Risk

The need for child care workers and the desire by members of two groups of students to work in the child care industry led to the creation of this program by Marrickville Training Company (MTC). MTC, a large metropolitan provider of the LLNP in New South Wales, developed a workplace experience course which would result in the students exiting the course job ready with a Certificate III in Children's Services.

The MTC course was conducted over a twenty-week period, the equivalent of two full-time training blocks in the LLNP. The program was conducted four days a week with three days a week in class and one day a week in a childcare centre. Two teachers were employed to work side by side in the classroom: an LLN teacher and a child services teacher. One full week of volunteer workplace experience was conducted at the end of the course. The child care course content drove the content of the LLN teaching.

Of the twelve students that started the course, eight graduated and moved into employment, a traineeship or further education. All graduates intended to do a diploma level training course. One participant was hired by MTC to assist in the delivery of training modules for future courses.

CHALLENGES

An array of resources was required for the program: teachers, a curriculum team for mapping and assessment tools, an Indigenous mentor, a JSA Youth Coordinator for the Youth at Risk participants, a classroom and other associated teaching materials. The LLNP and child care teaching needed to be combined and outcomes for both reported. The provider invested finances, personnel and expertise to support and ensure the success of the program.

Case Study 3 – Combining Two Curriculums for One Great Course to Employment

With a growing need for ethnic aged care workers and English as a Second Language (ESL) students keen to work in the industry, Northern Melbourne Institute of TAFE (NMIT) seized upon an opportunity. NMIT integrated the ESL Frameworks curriculum into Aged Care Training Package modules to create a Certificate III ESL English for Heath Care Workers. The content of the aged care modules formed the basis of the ESL teaching.

The Health and Community Services (HACS) department and the ESL department combined their expertise to create the program. Through much communication, cooperation, and liaising between coordinators and heads of departments, a successful course emerged. People with specific skills or a combination of specific skills contributed to delivery of the programs. The participants initially attended aged care classes for one day a week and English classes for three days a week. The course had a three-week workplace experience component.

The course had excellent outcomes with 90% of clients entering the aged care sector. Other outcomes were the development of transferrable employability skills obtaining higher levels of education and additional certificates. All participants successfully completed the course and were awarded Certificate III in Aged Care.

CHALLENGES

The challenge of embedding the LLN content into the aged care material was highlighted by NMIT. The success of the project was underpinned by cooperation between the HACS and ESL departments of the institute. Students were supported in organising appointments, interviews, children and family, transport and appropriate clothing.

Section 2: Lower level ACSF sample activities and tasks

Introduction

Lower level LLN students may require extra support to undertake workplace experience or workplace observation due to the understanding of OHS issues required by the workplace. The workplace context can, however, still be incorporated into their learning. This section contains sample activities and tasks which integrate workplace learning with LLN learning.

The sample activities and tasks span the core skills for LLNP classes below ACSF exit level 2. The material is presented in two parts: Part 1 contains a table which provides general ideas for workplace related sample activities and Part 2 presents specific tasks which incorporate the workplace into LLN learning.
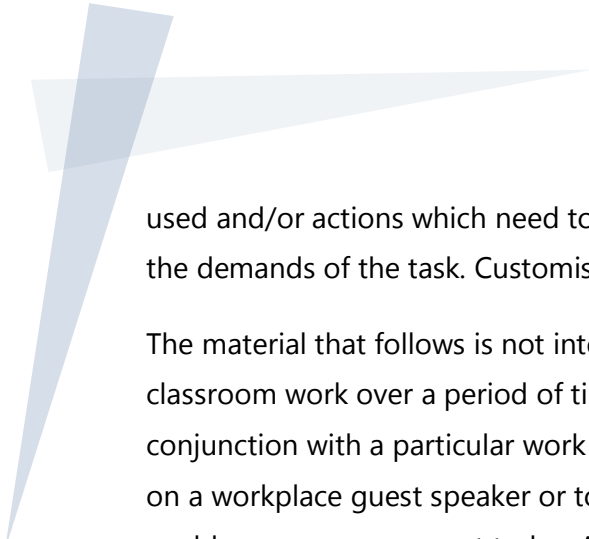
These activities and tasks give ideas for integrating work related activities into lower level LLN classes. Work related activities will prepare lower level LLN students for operating in the workplace in the future. It is not necessary to have a specific workplace relationship to carry out these sample activities and tasks. However, if there is a relationship with a workplace, use that relationship to tailor the material.

How to use this section

The following activities and tasks provide examples which embed a workplace theme in the material. Use the material to get an idea of how to incorporate workplace related content into classroom teaching. Workplace related content may include, for example, vocabulary, forms, scenarios and procedures.

Use the activities in Part 1 to generate ideas for classroom teaching. Some of the activities listed were generated from the sample activities in the ACSF. The list is in no way exhaustive and supplements the resource listing in Section 5 of this document.

Use the tasks in Part 2 as a model on how to marry ACSF lower level indicators with work-related content. These tasks, which are based on a range of work-related contexts, were developed with ACSF level 1 and 2 core skills. The work contexts dictated the vocabulary

used and/or actions which need to be taken while the ACSF performance features framed the demands of the task. Customise these tasks to suit your training program.

The material that follows is not intended to stand alone but to be used in a body of classroom work over a period of time. These activities and tasks could be used in conjunction with a particular work related theme, such as workplace safety, or to follow up on a workplace guest speaker or tour. With further development, the sample tasks in Part 2 could serve as assessment tasks. As with any training material, modify and adapt the training material to meet the needs of the learners and the specifics of the workplace.

Workplace content

Content for work related tasks can come from an array of sources. Section 5 of the resource provides a starting point for the gathering of this information. Some of these resources will also within themselves contain a list of resources which will further your search.

Other ideas for content could come out of work related themes which may include guest speakers, workplace visits, or workplace observation. Use your local business, volunteer and government communities as potential sources of work related content. These organisations will have various forms, personnel, public relations videos, and the like which are rich sources of content for activities and tasks. Tap into these sources as they are relevant to your community and therefore also relevant to your students.

To develop effective training activities and tasks, use authentic workplace material where possible. This ensures that the activity/task is relevant to workplace needs. Some of this workplace material might include:

- Safety signs/symbols, safety instructions
- Workplace instructions, Standard Operating Procedures (SOP)
- Factory maps, site layout
- Flow charts of the manufacturing process
- Flow charts of lines of communication
- Simple organisational charts
- Accident forms, leave request forms
- Performance logs, daily production sheets
- Timesheets
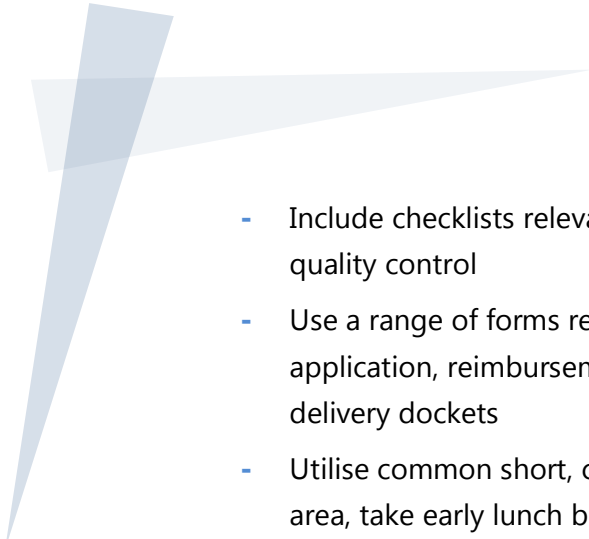
- Pay slips
- Hazard reports, incident reports
- Induction checklists
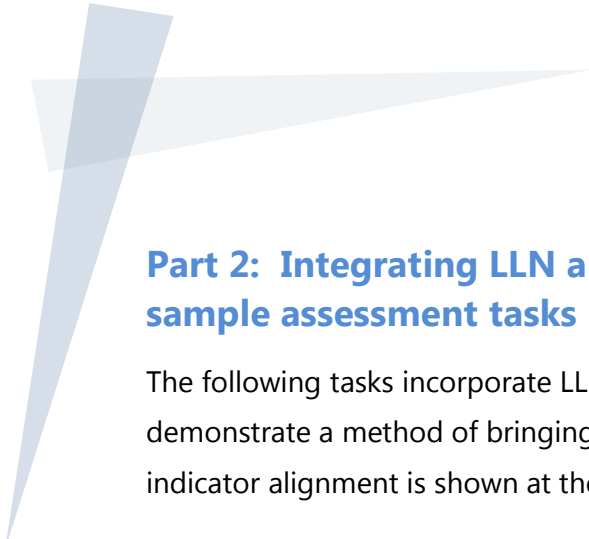
Part 1: General ideas for workplace related activities

The following sample activities provide ideas for classroom teaching; workplace related teaching themes and task development:

- Use a calendar to identify work related dates e.g. public holidays which are work free days, work roster and shifts

- Use the computer to find out more about industry in your area e.g. key words and search engine, employment opportunities

- Introduce the concept of workplace instructions/procedures/processes e.g. answering the phone, quality improvement, shutting down a piece of equipment, locking/unlocking the shop, processes/procedures done by the students in past employment

- Look at Australian workplace practice and culture e.g. do's and don'ts, office/ shop floor etiquette

- Use a map in relation to local industry e.g. locate particular workplaces, plan routes to and from particular workplaces, time and costs of commuting

- Include workplace documentation e.g. documentation used by students in past employment, documentation required by specific industries, simulated documentation material, examples from internet and community sources

- Incorporate workplace correspondence e.g. email to supervisor letting them know they are unable to attend; note to colleague concerning shift changeover

- Introduce common work related timetables e.g. schedule of morning activities if needing to get to a workplace by 9:00am, compare timetables of office worker and shift worker, timetable of a typical work day

- Include simple work related written material e.g. notices, instructions, announcements and labels

- Use dials and scales on machinery/equipment, e.g. automatic weigher on packaging machine, temperature dials, counters, air pressure gauge, compare weights and sizes

- Develop a theme around a workplace meeting e.g. agenda reading, basic note taking, possible topics, team meeting etiquette

- Use work related vocabulary and abbreviations e.g. creating a dictionary, writing a notice, designing signage for a workplace, role plays, filling in form or entry log

- Include checklists relevant to different industries e.g. OHS, equipment, machinery, quality control
- Use a range of forms requiring routine, factual data, e.g. OHS records, job application, reimbursement form for expenses such as use of vehicle, pickup and delivery dockets
- Utilise common short, clearly worded workplace requests, e.g. attend meeting area, take early lunch break, availability for weekend work, clean up a spill, get the manager
- Create a theme around a workplace newsletter; e.g. common topics of content, simple graphs and charts, examining formatting
- Address OHS e.g. OHS officer guest speaker, evacuation plan for classroom, ergonomics for the computer, simple procedure for reporting hazard(s), safe lifting weights and practices
- Build a unit around workplace announcements e.g. safety announcement, requests for specific personnel/department heads, information concerning meeting places and times
- Create scenarios for stocking a workplace e.g. restaurant, office, store; counting the current stock, calculating needed stock, placing an order; logging in new stock received
- Incorporate simple graphs and charts into workplace themes e.g. simple production report, lost time injuries, down time incurred, monthly attendance rates
- Discuss Australian pay rates and wage slips e.g. minimum wage, casual pay rates, superannuation; calculate gross pay/net pay
- Introduce basic rights of an employee in Australia e.g. fair dismissal, fair wages
- Explore cross-cultural factors in the workplace e.g. food and eating habits, personal hygiene habits and appearance, workplace values such as being on time

Part 2: Integrating LLN and the workplace – lower level ACSF sample assessment tasks

The following tasks incorporate LLN learning with workplace learning. The tasks demonstrate a method of bringing the workplace into the lower level LLNP class. The ACSF indicator alignment is shown at the top of each task.

The following lower level ACSF sample tasks can be found in the 'Assessment tasks' link on the LLNP page of the LWA website: http://www.lwa.au.com

 Use this link to download the tasks as word documents for customising to your context and learners' needs.

TASK 1 - Starting a workplace dictionary

Target Core Skill: Learning   ACSF 1.02

<u>Assessor Instructions:</u> For this task, students will need a notebook of some kind which they can organise in A, B, C order. They will need more than 1 page for most letters of the alphabet.

Organise a tour of a local workplace. Students will need to take paper and pen or pencil with them on the tour. Arrange with the workplace tour guide to stop at four or five places in the workplace which are significant e.g. bulletin board, break room, department office, safety equipment on the floor. While stopped at these places, students note down words that they think are important. These could be words:

- They see on signs
- They hear while on the tour
- They see on boxes and machines
- They see on bulletin boards

Back in the classroom, the students put the words in alphabetical order in their notebooks. They then write definitions for their words. Encourage the use of a dictionary.

Ask students put a word on the whiteboard, describe where they saw it while on the tour and explain its meaning. See that all words have been discussed. Encourage the students to continue to add to their workplace dictionary.

1.02 may be demonstrated when the student follows the step by step instructions to create the dictionary; it may also be demonstrated if they refer to the dictionary as a resource.

If the students are encouraged to put these words into sentences or to write a recount of the tour, evidence for writing 1.05/1.06 may be produced. Evidence for reading 1.03/1.04 may be gathered if students then read a classmate's recount. Evidence for oral communication 1.07/1.08 may be demonstrated when discussing the words they have put on the whiteboard and listening to the discussion of their classmates while at the whiteboard.

TASK 2 - Receiving and sending a workplace email

Target Core Skill: Learning   ACSF 1.02

Assessor Instructions: Draft a simulated email to the student from an employer / manager which requires a response. Ask the student to respond electronically.

Base the email on a plausible scenario from a workplace with which you have a relationship. If this is not available, use a workplace scenario that the student is likely to encounter in your community. A sample is shown below:

Simulated Workplace Email

Subject: Shift Workers Needed

We need workers on Melbourne Cup Day for an extra shift. This shift will run on November 1st between 6:30 a.m. and 2:30 p.m. Please let me know if you can work.

1.02 is demonstrated when the student opens the simulated workplace email and responds appropriately via email. This task may also be used to demonstrate performance features in the reading and writing core skills.

TASK 3 - How to wash hands

Assessor Instructions: Students read the set of simple written instructions. Competency can be demonstrated by either correctly washing their hands and/or by answering the questions below.

1. Remove jewellery from hands and wrists.
2. Wet hands with warm running water. Add soap.
3. Rub palms and back of hands to make bubbles.
4. Rub soapy bubbles all around for 20 seconds – on hands, wrists, between fingers, and under fingernails.
5. Rinse off the soap under warm running water.
6. Dry well with a disposable paper towel or clean cloth towel.

Questions:

1.) What are these instructions for?_____

2.) What things do you need for washing your hands?_____

3.) How long do you rub soapy bubbles for?_____

4.) Where on the body should the soapy bubbles be?_____

_____

5.) How do you dry your hands?_____

Answers:

1.) How to wash hands

2.) Warm running water and soap

3.) 20 seconds

4.) On hands, wrists, between fingers and under fingernails

5.) With disposable paper towel or clean cloth towel

Adapted from:

http://www.washinghands.net/proper-methods-procedures.php

www.sesiahs.health.nsw.gov.au/albionstcentre/.../handwashing.pdf

TASK 4 - Reading workplace signs

Target Core Skill: Reading   ACSF 1.03/1.04

Use the terms 'signs' or workplace signs' in your search engine for more images.

Assessor Instructions: Students read the following signs and answer questions about them.

Correct answers to the questions provide evidence of some performance features for reading 1.03/1.04.

No.1

No. 2

No. 3

No. 4

No. 5

No. 6

No. 7

No. 8

Questions:

1) In No. 1, where can't you park?_____

2) In No. 2, what must you do?_____

3) What must all visitors do?_____

4) Why can't you park in the loading area?_____

5) In No.6, what time do they open?_____

6) What does sign No. 3 mean?_____

7) In No. 7, why must you keep this area clear?_____

8) In No.5, what must you wear?_____

Answers:

1) On the grass

2) Close the gate

3) Report to reception

4) Any reasonable answer, e.g. trucks, forklift, not safe

5) 9 o'clock

6) Don't go out

7) Fire exit

8) Any reasonable answer, e.g. safety helmet/hat, hard hat

TASK 5 - Giving and following instructions

Target Core Skill: Oral communication   ACSF 1.07/1.08

<u>Assessor Instructions:</u> Ask the student to give instructions to the nearest emergency exit.
This may be by student/student or teacher/student.

Student card A:

Tell a classmate how to get to the nearest emergency exit. Speak clearly.

Check your classmate understands your directions.

Student card B:

Listen and follow your classmate's directions to the nearest emergency exit.

Tell him/her if you don't understand. Ask him/her to repeat the directions.

TASK 6 - Listening for information

Target Core Skill: Oral communication   ACSF 1.08

<u>Assessor Instructions:</u> First read this transcript slowly to the students. You may need to read it a second time.

"We have some problems with the truck. The brakes aren't working.   The front tyre is flat. The oil level is OK but the indicator lights aren't working."

<u>Student instructions</u>: Listen and put a cross (X) on the faulty parts.

Parts	
Brakes	
Front tyre	
Oil	
Indicator lights	

TASK 7 - Completing a simple application form

Target Core Skill: Writing   ACSF 1.05/1.06

Assessor Instructions: Customise the application form by going to your local library or neighbourhood house and getting details about a course from an actual program. Explain the task to the student.

Student instructions: Write your personal details on the application form.

Application Form

Complete the form below to register for a training course.

Surname:	
Given Name:	
Address:	
State:	
Postcode:	
Email:	
Phone:	
Why do you want to do this course?	

TASK 8 - Writing a story/description

Target Core Skill: Writing   ACSF 1.05/1.06

<u>Assessor Instructions</u>: The following pages have a number of scenarios to choose from. Ask students to write a story based on the picture, the questions and the information.

Use the term 'workplace injuries' in your search engine for more images.

Look at the picture, the information, and the questions. Write a story about this man.

Who is he? Where is he? What happened to him? Why?

NAME: Gary Thomas

COMPANY: Lincroft & Co

POSITION: Office worker

Student instructions:

Look at the picture, the information, and the questions. Write a story about this man. Who is he? Where is he? What happened to him? Why?

NAME: Jack Black

ORGANISATION: Happy Valley Library

POSITION: Librarian

_____

_____

_____

_____

Student instructions:

Look at the picture, the information, and the questions. Write a story about this woman.
Who is she? Where is she? What happened to her? Why?

NAME: Zoe Forrest

ORGANISATION: The Maples Aged Care Home

POSITION: Cook

TASK 9 - Using a calendar to record workplace information

Target Core Skill: Numeracy ACSF 1.09

Assessor Instructions: Lee Chan works in the construction industry. Tell the student to mark the Rostered Days Off (RDOs) that Lee has for 2012 on the calendar.

Lee Chan – construction worker

Student instructions: 1.) RDOs that Lee Chan has for 2012 on the calendar. 2.) Answer the questions.

<div style="border:1px solid black">

RDOs for 2012

6/02/12, 5/03/12, 2/04/12, 7/05/12,

4/06/12, 2/07/12, 6/08/12, 3/09/12,

8/10/12, 5/11/12, 3/12/12

</div>

Answer the following questions:

1) How many RDOs does Lee Chan have in 2012?

2) What day of the week is his RDO in April?

3) How many RDOs are on Monday?

4) What month doesn't he have an RDO?

Answers:

1.) 11   2.) Monday   3.) 11   4.) January

2 0 1 2

January
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

35

Section 3 Using industry competency standards

Introduction

LLNP delivery which includes a workplace experience component can incorporate industry training packages units of competency as a means of preparing students for employment in the Australian workplace, for example, in the area of OHS.

All industry training packages contain units of competency which identify the skills and knowledge a person needs to demonstrate in order to perform a particular job. LLN skills are part of these units of competency, either overtly, or as underpinning skills. These requirements need to be integrated into teaching and assessing.

How to use this section
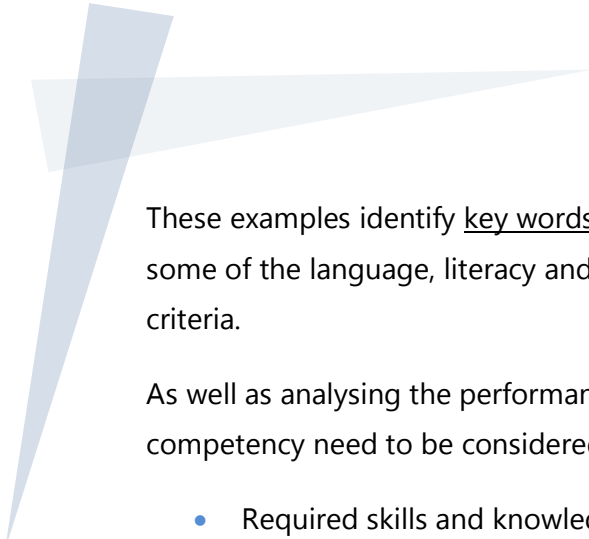
This section contains four examples of the unpacking of LLN in training package units, mapping of the units to the ACSF and sample assessment tasks.

Unpacking a unit of competency

This part will assist LLNP practitioners to analyse industry training package units of competency for their teaching and assessing in the areas of OHS, teamwork, and communication. The examples demonstrate how units of competency can be 'unpacked' or analysed to identify the LLN requirements. The units are:

- SITXOHS001B: Follow health, safety and security procedures from the Tourism, Hospitality and Events Training Package
- HLTOHS200B: Participate in OHS processes from the Health Training Package
- MSAPMSUP102A Communicate in the workplace from the Manufacturing Training Package
- CHCCOM302C Communicate appropriately with clients and colleagues from the Community Services Training Package

The four units can be found in the 'Training package units' link on the LLNP page of the LWA website: http://www.lwa.au.com or at http://training.gov.au

These examples identify <u>key words</u> in the performance criteria that provide a clue to some of the language, literacy and numeracy skills required to competently fulfil the criteria.

As well as analysing the performance criteria, other aspects of the units of competency need to be considered for potential LLN skills. These include:

- Required skills and knowledge

    Here the essential skills and knowledge and the level are described for the unit which include specific LLN skills e.g. literacy skills to read and interpret workplace safety signs, procedures, emergency evacuation plans, and hazard identification and risk assessment tools and template documents.

- Range Statement
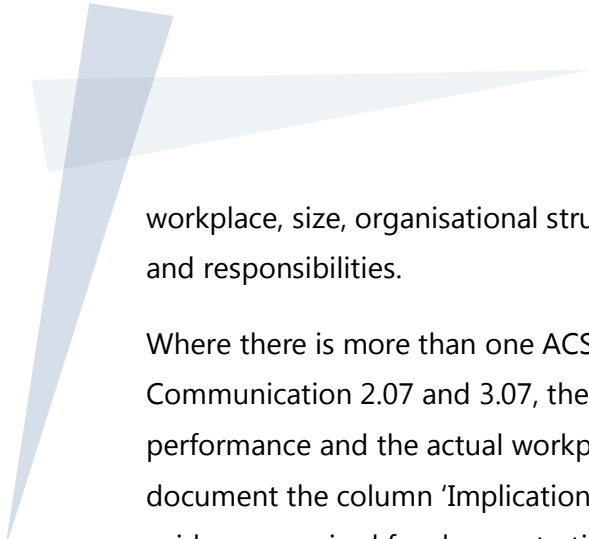
    Specific terminology from the performance criteria is explained in terms of the range of work environments and situations. LLN requirements are often embedded e.g. *safe handling of chemicals, poisons and dangerous materials* requires numeracy skills; *active participation in OHS induction training* requires oral communication skills.

- Evidence Guide

    The evidence requirements for assessment of the unit of competency include types of assessment activities, the assessment context, specific resources for assessment and assessment methods. Assessment methods and activities may contain underpinning LLN skills e.g. *participate in consultation, hazard identification and risk assessment activities* implies the use of communication skills; *written and oral questions* implies reading, writing and oral communication skills.

Mapping the ACSF to a unit of competency

Each of the four units of competency has been mapped to the ACSF. The ACSF core skills identified for each unit vary in range and level. Note that the levels of the ACSF cannot be neatly aligned to the Australian Qualifications Framework (AQF) as the skills required to perform a task vary according to context and will depend on type of

workplace, size, organisational structures, products and services and individual roles and responsibilities.

Where there is more than one ACSF indicator level for a core skill e.g. ACSF Oral Communication 2.07 and 3.07, the outcome will depend on the student's performance and the actual workplace requirements. Note that in the mapping document the column 'Implication for LLNP' provides comments on the assessment evidence required for demonstration of the ACSF indicator/s.

Sample assessment tasks

Sample assessment tasks have been designed for each of the four units of competency to provide ideas for the assessment of ACSF core skills in a range of industry areas e.g. hospitality, community services, manufacturing, child care and aged care. Tasks cover ACSF Levels 2 – 3. Practitioners are encouraged to customise the tasks to the appropriate industry/workplace setting that reflects student needs, interests and placements.

Authentic workplace documents and templates should be used where possible. Assessment may occur both in the classroom and the workplace.

Evidence collection techniques

By using a range of evidence gathering techniques for assessment, the opportunity to demonstrate competency will be maximised. A range of techniques will also enable assessment processes to reflect whole of work activities and ensure that competency is demonstrated over a period of time and in a range of contexts.
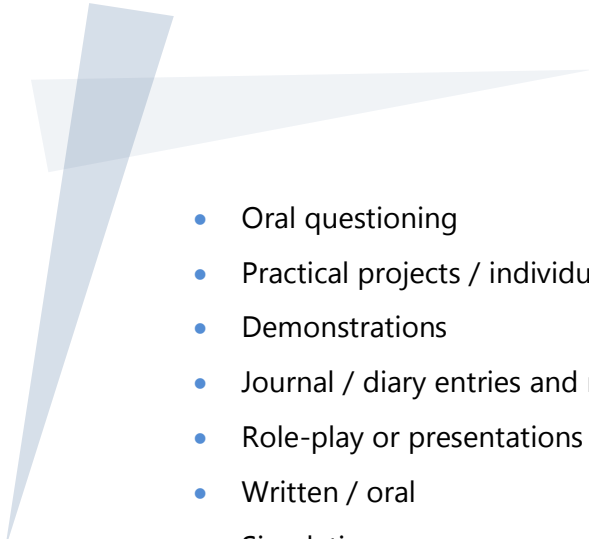
Authentic workplace documents and templates should be used where possible. Assessment may occur both in the classroom and the workplace. Assessment can be conducted using a variety of methods, including:

- Observation of individual work
- Workplace supervisor observation
- Third party report

- Oral questioning
- Practical projects / individual projects
- Demonstrations
- Journal / diary entries and reflection
- Role-play or presentations
- Written / oral
- Simulation
- Portfolios / reports
- Case study
- Presenting a finished product or service

TIP: It is important that assessment tools are designed that are appropriate to the LLN demands of the job and the level of competency. Keep the performance criteria in mind when creating your assessment tools and do not use assessment tools that are reading, writing or numeracy dependent when the job or competency is not.

Example 1: SITXOHS001B: Follow health, safety and security procedures
Unpacking LLN

Element: Follow workplace procedures for health, safety and security	The information in this column highlights the language, literacy and numeracy features of the elements of this unit of competency
Performance criteria	
1.1 **Correctly and consistently follow** the organisation's health, safety and security procedures according to relevant legislative requirements	*How are OHS procedures **followed correctly and consistently**? What documents, signs and/or plans have to be read and interpreted?*
1.2 **Incorporate safe work practices** into all workplace activities	*How are **safe work practices incorporated** into all work activities? Is the information contained in OHS documents? Which OHS documents contain this information?*
1.3 **Follow** the safety directions of supervisors or managers and **heed** any workplace safety warning signs	*What oral communication skills are required to **follow** supervisors' or managers' safety directions? What workplace safety warning signs have to be understood and **heeded**? Is numeracy required?*
1.4 **Use** any required protective equipment and **wear** required personal protective clothing	*Which workplace procedures and safety signs on protective equipment have to be read and understood? When is protective equipment **used** and personal protective clothing **worn**?*

1.5	**Identify** and promptly **report** unsafe work practices, issues and breaches of health, safety and security procedures	*How are unsafe work practices, issues and OHS and security procedures **identified** and **reported**? What oral communication skills are required to report situations? Do records have to be kept? What reading and writing does this involve? Where is information recorded? Is numeracy required? Is technology used?*
1.6	**Report** any suspicious behaviour or unusual occurrences promptly to the designated person	*Is suspicious behaviour or unusual occurrences **reported** to 1 person or a team? How? Are there any template documents that have to be completed?*

Element: Follow procedures for emergency situations	
Performance criteria	
2.1 **Recognise** emergency and potential emergency situations promptly and **determine** or **take required actions** within the scope of individual responsibility	*Where is information about the individual's role and responsibilities located? Do work procedures or other documentation on emergency situations have to be read and interpreted? Do they contain information about specific emergency and potential emergency situations so they can be **recognised and determined or acted on**?*
2.2 **Follow** the organisation's emergency procedures correctly	*How are emergency procedures **followed** correctly? Are they read and interpreted if written down? Are they conveyed orally?*
2.3 **Seek** assistance promptly from colleagues or other authorities where appropriate	*How is assistance sought? Face-to face? On the phone/mobile? Over a 2-way radio?*
2.4 **Report** details of emergency situations accurately according to organisation procedures	*How are details of emergency situations **reported** accurately? Are they clearly explained verbally and/ or recorded in writing on template documents?*

Element: Participate in the organisation's OHS practices	
Performance criteria	**LLN Unpacking**
3.1 **Participate** in OHS management practices developed by the organisation to ensure a safe workplace	*What OHS management practices are in the workplace? How do individuals **participate**? Do they need to contribute to meetings? Do they need to record information?*
3.2 **Actively participate** in the OHS consultation processes and **identify and report** safety and procedural issues requiring attention	*What oral communication skills are required to **actively participate** in OHS consultation processes and identify and report on OHS issues? Are safety and procedural issues **identified and reported** orally, in writing, or both?*
3.3 Ensure immediate work area is free from hazards, **participate** in scheduled hazard identification activities and **report** hazards on an ongoing basis	*What systems and processes are in place for individuals to **participate** in hazard identification and **report** on them? What oral communication and written skills are required?*
3.4 **Participate** in risk assessments and **suggest** appropriate ways of controlling risk	*What are the procedures and tools for conducting risk assessments? Do risk assessment tools have to be read and understood? How does the individual **participate** and contribute to the process? What oral communication skills are required to **participate** and **suggest** ways of controlling risk? Is this done in a team or individually? Does information have to be recorded?*
3.5 **Raise** OHS issues and concerns with designated persons according to organisation and legislative requirements	*What oral communication skills are required to **raise** OHS issues and concerns? How are they raised? Are they raised with a single person, in discussion with a team, a small group, or a larger group? Are they recorded on template documentation? In an OHS survey?*

ACSF Mapping

Important note: Depending on workplace expectations, ACSF level may vary

Unit of competency	ACSF Indicators	Implications for LLNP
SITXOHS001B Follow health, safety and security procedures	2.03 Identifies and interprets relevant information and ideas within familiar contexts 2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types 2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences 2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions	Full alignment requires the student to demonstrate competency in reading more than one type of text, e.g. manual handling instructions and a workplace story. ACSF 2.03/2.04 is demonstrated when reading and interpreting workplace safety signs, procedures, emergency evacuation plans, pre-start checklists, and hazard/risk documents. Full alignment requires the student to demonstrate competency in writing more than one type of text e.g. reporting unsafe work practices on a workplace proforma and writing a brief opinion on an OHS issue for company suggestion box.

	2.07 Uses everyday language to provide information or maintain a conversation in familiar spoken contexts	Full alignment requires the student to demonstrate competency in a range of oral communication interactions e.g. telling the manager about the broken dish washer and taking part in safe work practice training.
	2.08 Listens for relevant information in oral texts across familiar contexts	
	OR	
	3.07 Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts	ACSF 3.07 and 3.08 may be demonstrated depending on workplace requirements.
	3.08 Derives meaning from a range of oral texts in familiar and some unfamiliar contexts	

Sample assessment tasks

The following sample tasks can be found in the 'Assessment tasks' link on the LLNP page of the LWA website: http://www.lwa.au.com

Use this link to download the tasks as word documents for customising to your context and learners' needs.

TASK 1 - Explaining a workplace procedure to a colleague

<u>**Hospitality**</u>

Oral communication: 2.07/2.08

<u>Assessor Instructions</u>: Create a role play on explaining safety workplace procedures to a colleague from the workplace the student is currently operating in or from a workplace with which you have a relationship. If this is not available, create a role play from within your training organisation.

A sample is below:
It assumes pre-teaching activities of OHS in the hospitality area for this unit of competency. A list of safety procedures in the kitchen is at the end of this task.

Student card A:

A new kitchen hand will be working with you in the kitchen.

Your supervisor wants you to tell your new colleague about some of the safety procedures s/he needs to follow to avoid accidents and injuries in your workplace. Make sure you speak clearly.

Choose 1 area from this list:

- Hygiene and Personal Protective Equipment (PPE)
- Manual handling (lifting and carrying)
- Falls and Spills
- Other

Student card B:

You have just started work as a kitchen hand. Listen to some of the safety procedures you will have to follow in your new job. Check if you don't understand.

Make some notes of the important points:

Safety procedures in the kitchen

Hygiene and Personal Protective Equipment

1. Always wash your hands before beginning work in the kitchen and at regular intervals while you work.

2. Keep fingernails trimmed and clean to prevent the spread of germs.

3. Cover any cuts or open wounds with waterproof dressings and change the dressings when work in the kitchen is completed.

4. Remove any jewellery that might get in the way and tie back hair. Never wear dangling sleeves that may get caught in appliances or catch fire.

Manual lifting

1. Use proper lifting techniques when lifting and/or carrying heavy loads in the kitchen.

2. Clear the path you intend to take and be careful when carrying liquids, especially hot liquids.

Falls and Spills

1. Always clean up messes and spills to prevent slips, trips and falls.

2. Close cabinets and drawers when you have finished using them.

3. Use a sturdy step ladder when reaching for things and do not step on objects that are unstable.

Excerpt from Employee Safety manual:

www.narav.net/Safety/a%20Cafeteria%20&%20**Kitchen**%20Safety.pdf

TASK 2 - Follow procedures for emergency situations

<u>**Hospitality**</u>

Reading: 2.03 2.04

Evacuation Procedure:

On hearing the fire alarm or being advised by your supervisor or manager that an emergency exists, you are to:

1. Leave the building by the nearest exit

 • **Do not push** or overtake in the evacuation process

2. Proceed to the nominated assembly area and remain there, until advised to re-enter the building by your supervisor, or advised of other actions / measures to be taken.

The nearest exit to this area is:
Green stairwell next to the staff lunch room

Nominated assembly area is:
Car park on the corner of Phillips and Macquarie Street

Student instructions:

Read the Evacuation Procedure and answer these questions:

Questions:

1. What does a fire alarm tell you?

2. How will you leave the building?

3. Where do you have to assemble?

4. When can you go back into the building?

5. Who is this text written for?

6. Why was this text written?

7. What does 'evacuation" mean?

8. Underline the word that means 'go to'.

9. Why are some phrases bolded?

Example 2 HLTOHS200B: Participate in OHS processes

Unpacking LLN

Example 2 HLTOHS200B: Participate in OHS processes
Unpacking LLN

Element: Plan and prepare to work safely	The information in this column highlights the language, literacy and numeracy features of the elements of this unit of competency
Performance criteria	
1.1 **Identify** hazards in the work area, and **take action** to control risk	*How are hazards **identified** in the work area? What documents/safety signs need to be read and understood? Are the hazards identified verbally or in writing, or both? Do identified hazards have to be clearly reported and explained? Do hazard reports have to be filled in? Do workplace inspection checklists have to be competed?* *What **action is taken** to control risks? What documents have to be read and interpreted? Do particular procedures need to be followed? What has to be recorded and how? How is information relayed to others to suggest control methods?*
1.2 **Report** residual risk according to organisation procedures	*How is residual risk **reported**? Is it in writing, verbally, or both? Is it to one person or a team? Is this in writing as notes or a formal report? Is there a document or company proforma that must be filled in?*

Example 2 HLTOHS200B: Participate in OHS processes

Unpacking LLN

| 1.3 | **Carry out** pre-start checks as required according to work procedures | *How are pre-start checks **carried out**? Does a pre-start checklist have to be read and filled-in? How are OHS concerns addressed – with accurate verbal or written descriptions or other? Is any numeracy required?* |

Example 2 HLTOHS200B: Participate in OHS processes

Unpacking LLN

Element:	Conduct work safely	
Performance criteria		
2.1	**Use** personal protective equipment correctly and **maintain** when required	*What documents have to be read to **use and maintain** PPE correctly? Are there oral instructions? Are there checklists or records to fill out?*
2.2	**Follow** work procedures and workplace instructions for ensuring safety when planning and conducting work	*What documents need to be read and **followed** for planning and conducting work? Are workplace instructions given verbally or in writing? How complex is the language of the work instructions or work procedures?*
2.3	**Report** incidents and injuries to designated personnel	*How is this information **reported**? Is it reported verbally, in writing, or both? Is it reported to a single person or a team? Is it recorded on a specific form such as an incident report form?*
2.4	**Undertake** OHS housekeeping in work area	*How is OHS housekeeping **undertaken**? Is the information communicated in writing, verbally, or both? What has to be read? Who communicates the information verbally? Do any records need to be kept?*
2.5	**Manage** own levels of stress and fatigue to ensure ability to **work safely and sustainably**	*How are stress and fatigue **managed to work safely and sustainably**? Is the information available verbally, in writing or both? What documents need to be read and understood?*

Example 2 HLTOHS200B: Participate in OHS processes

Unpacking LLN

Element: Participate in OHS consultative activities	
Performance criteria	
3.1 **Make a constructive contribution** to workplace meetings, workplace inspections or other OHS consultative activities	*What oral communication skills are needed to **contribute constructively** in workplace meetings, workplace inspections etc? Does the manner of communication change with the level of personnel involved e.g. casual discussion with team leader or brief formal presentation at OHS meeting? Is cultural equity, access, and sensitivity expected in the consultative process?*
3.2 **Raise** OHS issues with designated personnel according to organisation procedures	*Who are the specific people with whom OHS issues are **raised**? Are they raised formally or informally according to workplace procedures? Does the nature of the communication change according to the level of personnel?*
3.3 **Provide input** to improve workplace OHS systems and processes, according to organisation procedures, to eliminate hazards or reduce risk	*What oral and written communication skills are needed to **provide input** to improve workplace OHS systems and procedures to eliminate hazards or reduce risk? Is this provided formally, informally, or both?*
3.4 **Maintain and update** own knowledge of OHS issues as they apply to workplace systems, equipment and processes	*How is knowledge of OHS issues **maintained and updated**? Is information accessed through meetings and/or specific documents?*

Example 2 HLTOHS200B: Participate in OHS processes

Unpacking LLN

Element: Follow emergency response procedures	
Performance criteria	
4.1 **Identify and report** emergency situations	*How are emergency situations **identified and reported**? What oral and written communication skills are required? What documents need to be read and understood? Is the emergency situation described accurately either verbally, in writing, or both?*
4.2 **Follow** organisation procedures for responding to emergencies	*How are organisational procedures **followed** when responding to emergencies? Does specific documentation have to be read and interpreted to respond to emergencies? Are the responses to emergencies both verbal and written? Does it require conveying accurate information to a particular person or a team? Does clarification occur in the process?*
4.3 **Apply** knowledge of roles and responsibilities of OHS representatives and OHS committees	*How is knowledge of roles and responsibilities acquired of OHS representatives and OHS committees? Through reading documents? Through verbal explanations? How is this knowledge **applied**? Does it need to be recorded, and if so, how? Does this information have to be relayed to others verbally?*

Example 2 HLTOHS200B: Participate in OHS processes

ACSF Mapping

ACSF mapping

Important note: Depending on workplace expectations, ACSF level may vary.

Unit of competency	ACSF Indicators	Implications for LLNP
HLTOHS200A Participate in OHS processes	2.03 Identifies and interprets relevant information and ideas within familiar contexts 2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types	Full alignment requires the student to read two different text types e.g. a workplace form and a short article in a newsletter. ACSF 2.03/2.04 is demonstrated when following clear, logical plain English instructions.
	2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences 2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions	Full alignment requires the student to produce two written text types e.g. simple, prose type text. ACSF 2.05/2.06 is demonstrated if giving written descriptions of incidents or hazards and/or reporting incidents in writing.
	2.07 Uses everyday language to provide	Full alignment requires the student to demonstrate competency in a

Example 2 HLTOHS200B: Participate in OHS processes

ACSF Mapping

	information or maintain a conversation in familiar spoken contexts 2.08 Listens for relevant information in oral texts across familiar contexts	range of oral communication interactions ACSF 2.07/2.08 is demonstrated if following clear, logical verbal instructions and/or giving accurate verbal descriptions of incidents or hazards. Depending on workplace processes, ACSF 3.07 and 3.08 may be evident.

Sample assessment tasks

The following sample tasks can be found in the 'Assessment tasks' link on the LLNP page of the LWA website: http://www.lwa.au.com

Use this link to download the tasks as word documents for customising to your context and learners' needs.

TASK 3 - Reporting an OHS incident on a standard workplace form

<u>**Community Services**</u>

ACSF 2.05 ACSF 2.06

<u>Assessor Instructions</u>: Base the incident on a plausible scenario from the workplace the student is currently operating in or from a workplace with which you have a relationship. If this is not available, create a scenario from within your training organisation.

Tell the students to fill in the incident form below using the picture and the case study information. They will need to create some of the details themselves e.g. name, address for employee, witnesses etc.

Case study: A new employee working at an aged care centre fell off a ladder while he was fixing a window. The employee broke his right leg. Several employees saw the incident, including the First Aid Officer.

<u>Student instructions</u>:

Complete an Incident report on the workplace proforma below.

Use the picture and the case study information to explain how he broke his right leg. Give reasons why the accident happened.

Check the form before you hand it to your teacher.

ACSF 2.07 /2.08 may be demonstrated if the student reports the incident verbally e.g. to a supervisor/ manager.

INCIDENT / INJURY REPORT

*To be completed for **ALL** incidents, injuries, accidents and near misses*

Status:	Date:
Employee ☐ Visitor ☐ Contractor ☐ Volunteer ☐ Client ☐ Resident ☐ Student ☐	

1. Details of injured person:

Surname:	Phone: (h) (w)
First Name:	Sex: M F
Address:	Date of Birth:
	1st Language:

Experience in job:

☐ 0-3 months   ☐ 3-5 years   ☐ Casual   ☐ Full-time

☐ 4-12 month   ☐ 5 years plus   ☐ Permanent P/T   ☐ Other

☐ 1-2 years

2. Details of witnesses:

| Name: | Phone: (h) |
| | (w) |

Address:

| Name: | Phone: (h) |
| | (w) |

Address:

3. Details of incident or accident:

| Date: | Time of injury: |

Activity engaged in:

Location of incident / accident:

Describe how and what happened *(please give full details & include a diagram, if appropriate. Use a separate sheet if necessary. Please include car registration number if reporting a Motor Vehicle Accident)*:

4. Details of injury *(the assistance of a supervisor may be required to complete this section)*

Nature of injury / illness (e.g. burn, sprain, cut etc):

How (e.g. fall, grabbed by person, muscular stress):

Location on body (e.g. back, right thumb, left arm etc):

What (e.g. furniture, another person, hot water):

5. Treatment administered:

First Aid Administered: Yes ☐   No☐

Treatment:

Referred to:
First Aid Attendant (Print Name):   (Signature):

TASK 4 - Participating in an OHS workplace meeting

<u>**Community Services**</u>

ACSF 2.07 / ACSF 2.08

<u>Assessor Instructions</u>: Create a meeting scenario which deals with OHS issues in the workplace the student is currently operating in or from a workplace with which you have a relationship. If this is not available, create a scenario from within your training organisation.

Below is a sample:

<div style="border:1px solid black; padding:20px;">

Student card:

You work in home care for Hilltop Council.

Your manager has scheduled a staff meeting for this afternoon. The first item on the agenda is OHS.

You are concerned about the fire hazards in some of the homes you visit. Raise this issue at the meeting and suggest what the Council could do to improve home fire safety.

</div>

ACSF 3.07 and 3.08 may be demonstrated depending on the work meeting requirements.

Example 3 MSAPMSUP102A Communicate in the workplace

Unpacking LLN

Example 3 MSAPMSUP102A Communicate in the workplace
Unpacking LLN

Element: Receive and relay messages	The information in this column highlights the language, literacy and numeracy features of the elements of this unit of competency
Performance criteria	
1.1 **Confirm understanding** of the message is correct	*How is **understanding confirmed**? Is this done orally or in writing? What speaking, listening or reading skills are involved? How much discussion may ensue?*
1.2 Accurately **record** the message	*What writing skills are needed for **recording** the message? Is a company template used or not? Does this involve knowledge of numeracy? Is this done electronically or by hand?*
1.3 **Relay** message accurately to appropriate person or section within designated timelines	*Is the message **relayed** orally, in writing or both? Is a degree of formality needed when relaying the message? Does the nature of relaying the message change with the nature of the person or section e.g. to a colleague the message may be spoken casually; to a manager the message may be written formally. How is the information given e.g. phone, mobile, 2-way radio or computer?*

Example 3 MSAPMSUP102A Communicate in the workplace

Unpacking LLN

Element: Interpret messages	
Performance criteria	
2.1 **Clarify** message if necessary	*Is **clarification** done orally or in writing? What listening or reading skills are involved? How much discussion may ensue?*
2.2 **Take** appropriate **action**	*Will the **action** involve any reading, writing, oracy or numeracy skills?*

Example 3 MSAPMSUP102A Communicate in the workplace

Unpacking LLN

Element: Respond to information	
Performance criteria	
3.1	**Acknowledge** and **understand** the request for information	*Is the request for information written or spoken? Is the request **acknowledged** in writing, orally or both? Are reading and/or listening skills required to **understand** the request? Can acknowledgement / understanding be through paralinguistics such as a nod of the head?*
3.2	**Access** information from appropriate sources	*How is information **accessed**? By reading manuals, questioning others, listening to discussions? Is any writing necessary to gain access to the information?*
3.3	**Relay** information to appropriate person or section	*Is the information **relayed** in writing or orally? Is there a company proforma or template for relaying the information? What level of formality is needed when relaying the information? Does the nature of relaying the information change with the nature of the appropriate person e.g. short verbal message to colleague vs. formal written report to manager?*

Example 3 MSAPMSUP102A Communicate in the workplace

ACSF Mapping

ACSF mapping

Important note: Depending on workplace expectations, ACSF level may vary.

Unit of Competency	Alignment to ACSF	Implications for LLNP
MSAPMSUP102A Communicate in the workplace	Indicator 2.03 Identifies and interprets relevant information and ideas within familiar contexts Indicator 2.04 uses a number of reading strategies to identify and interpret relevant information within familiar text types	ACSF 2.03 / 2.04 is demonstrated when information or messages are received in writing; it is also demonstrated when reading workplace forms.
	Indicator 2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences Indicator 2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions	ACSF 2.05 / 2.06 is demonstrated when relaying, clarifying or responding to messages or information in writing; it is also demonstrated when completing workplace forms.
	Indicator 2.07 Uses everyday language	ACSF 2.07 / 2.08 is demonstrated when relaying, clarifying or responding

Example 3 MSAPMSUP102A Communicate in the workplace

ACSF Mapping

to provide information or maintain a conversation in familiar spoken contexts	to message or information orally.
Indicator 2.08 Listens for relevant information in oral texts across familiar contexts	
Or	
3.07 Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts	ACSF 3.07 / 3.08 is demonstrated when communication is adapted to a range of social, cultural and ethnic backgrounds.
3.08 Derives meaning from a range of oral texts in familiar and some unfamiliar contexts	The demands of the workplace will determine the performance features of the oral communication and thereby the ACSF alignment.
	Complete alignment requires the individual to demonstrate competency in at least two different text types, e.g. workplace form and short recount in log book, and two different interactional purposes e.g. casual conversation in the canteen and shift changeover briefing.

Sample assessment tasks

The following sample tasks can be found in the 'Assessment tasks' link on the LLNP page of the LWA website: http://www.lwa.au.com

Use this link to download the tasks as word documents for customising to your context and learners' needs.

TASK 5 - Comprehending a written workplace request for information

Manufacturing

ACSF 2.03 / ACSF 2.04

Assessor Instructions: Tell the student that s/he is working in the inventory supply department for the Wine Producers Association. The student receives the following email from their team leader and must fulfil the request detailed in the email.

The names of the team leader and purchasing department personnel can be changed to reflect someone in your organisation. Change the dates on the email as needed. The task may be designed with the order form given to the student as an attachment in the email.

Date: 23/7/11

From: Tim Rogers Team leader

Subject: Ordering materials for 20 cases of Chardonnay

We have received an order for 20 cases of our 2009 Chardonnay for a wedding reception. The wedding couple want a black twist cap (#6498), a clear bottle (#53A) and the special wedding label shown below (#SWL15).

There is not enough stock in inventory for this additional production run and an order must be placed to cover this special order. We will keep to the standard case size of 12 bottles per case.

Calculate the amount of materials needed; fill in the order form; then give the information to Jane Farrin in the Purchasing Department. Don't worry about the prices. Jane Farrin will fill that part in later. Be prepared to answer any questions Jane has in regards to placing the order.

The information needs to be to Jane by Wednesday the 7th.

#SWL15

Order Form   Date_____

Product Name	Product No.	Qty.	Unit Price	Total Price
			GST	
Shipping				
Total Amount Due				

Assessment Outcome:

2.03 / 2.04 is demonstrated when student reads the request for information and responds appropriately within the timeframe.

If the order form is opened as an attachment, performance features for the second learning indicator may be demonstrated.

ACSF level 2 numeracy may also be demonstrated in working out the total number of bottles.

This task may be extended to ACSF level 3 numeracy if the student is required to calculate the prices and totals.

TASK 6 - Receiving and relaying a workplace message

<u>Manufacturing</u>

ACSF 2.07 / ACSF 2.08

<u>Assessor Instructions:</u> Base the message on a plausible scenario from the workplace the student is currently operating in or from a workplace with which you have a relationship. If this is not available, create a message from within your training organisation.

A sample is shown below.

Give the student the copy of student instructions. Tell them to read the instructions and ask any questions to ensure they understand the instructions. Tell the student that they will receive a message and need to give the information to someone else. The student may wish to prepare a pencil/pen and notepaper for this activity.

The assessor, or a third party, will need to play the role of Sandy and receive the message from the student.

Student Instructions

You work in a factory. Your supervisor's name is Tony. He is sick today but he will be back tomorrow. You are in charge while he is gone.

Assessor Dialogue

Is Tony around?

Do you know when he will be back? Who's in charge now?

Can you let Sandy know that scheduled maintenance for the big side panel press will start on Wednesday? It will start Wednesday night during second shift at 11 p.m.

An outside contractor is coming in to do the maintenance. The contractor's name is Precision Tooling. They will need to be signed in at B Gate.

Can you let Sandy know this before end of shift today?

Assessment Outcome:

2.07 / 2.08 is demonstrated when the student responses appropriately during the exchange, listens to the information given, asks for clarification and accurately relays the message.

This task may also be used to demonstrate performance features in the writing core skill if the student takes notes during the exchange.

Example 4 CHCCOM302C Communicate appropriately with clients and colleagues Unpacking LLN

Element: Exercise effective communication techniques	The information in this column highlights the language, literacy and numeracy features of the elements of this unit of competency
Performance criteria	
1.1 **Reflect** an **understanding** and **respect** for individual differences and needs in **all forms of communication** with clients and colleagues	*What is required to **reflect understanding** and **respect** for individual differences when communicating? Do different cultural protocols need to be taken into account? Does the impact of sensory loss and/or cognitive impairment need to be considered? Is the diversity of the client(s) / colleague(s) accounted for and does the communication take this diversity into account? Is it necessary to be familiar with anti-discrimination legislation? What do **all forms of communication** encompass: writing, speaking, is there anything else?*
1.2 **Introduce** oneself appropriately	*How is the **introduction** carried out? Is this done orally, in writing, using sign language, or a language other than English? Is it done in different ways depending on the circumstances? Is there a level of formality needed or is it appropriate to introduce oneself casually? Are any paralinguistics involved such as a handshake or exchange of business cards?*

1.3	**Ensure** communication is clear and relevant to situation / activities undertaken	*How is this **ensured**? Is knowledge of the principles of effective communication demonstrated e.g. non-judgemental communication, active listening, appropriate non-verbal behaviour, effective clarification, appropriate responses and participating in group processes?*
1.4	Use touch and other **non-verbal** means of **communication** as appropriate	*How is **non-verbal communication**, or paralinguistics, used appropriately? Are the cultural and/or religious sensitivities known so inappropriate paralinguistics are not used? Are the effects of sensory loss or cognitive impairment reflected in the paralinguistic communication? Is there an awareness of what might constitute offensive paralinguistic behaviour?*
1.5	**Seek, obtain** and **implement** advice about communication difficulties with clients or colleagues from supervisor or appropriate person	*How is advice **sought** and **obtained**? In writing, e.g. in an email, or orally, e.g. through questioning? What reading or listening skills are involved in the exchange? How is advice **implemented**? Will it be through a change in oral skills such as more active listening, a better reading of paralinguistics, or a modification in speech? Will it be through a change in writing skills such as printing more clearly or forming certain numbers or letters differently?*

Element: Follow routine instructions	
Performance criteria	
2.1	**Carry out** workplace instructions within agreed timeframes	*How are the workplace instructions __carried out__? What reading, writing, speaking, listening or numeracy skills are involved? What is the level of complexity of the workplace instructions?*
2.2	Seek **clarification** to understand work instructions, when required	*How is __clarification__ sought? Is it sought in writing, orally or both? What reading and listening is involved? Is knowledge of numeracy required for understanding the instructions?*
2.3	**Refer** difficulties in carrying out instructions to supervisor or appropriate person	*How are the difficulties __referred__? Are they referred to the supervisor or appropriate person in writing, orally or both? Can this transaction be conducted casually or must it be done formally? Is there a procedure to follow, a form or a workplace protocol to follow?*

Element: Complete reports as required	
Performance criteria	
3.1 **Complete** reports to the standard expected in the workplace	*What is required to **complete** reports? Are the reports verbal or written or both? Are the reports casual in nature or do they require a degree of formal writing? Is there a proforma or template to follow? What level of complexity is required and what range of genres will need to be addressed?*
3.2 **Compete** reports within identified timeframes	*Time management must be effectively addressed to successfully **complete** reports on time. Is effective time management a strategy that needs to be learned?*
3.3 **Ensure** reports are clear and accurate	*How is the accuracy and clarity of the reports **ensured**? Will this involve proofreading and editing? Will this involve fielding questions at the end of a presentation at a meeting?*

ACSF Mapping

	Important note: Depending on workplace expectations, ACSF level may vary.

Unit of Competency	Alignment to ACSF	Implications for LLNP
CHCCOM302C Communicate appropriately with clients and colleagues	3.03 Evaluates and integrates facts and ideas to construct meaning from a range of text types 3.04 Selects and applies a range of reading strategies as appropriate to purpose and text type 3.05 Communicates relationships between ideas and information in a style appropriate to audience and purpose 3.06 Selects vocabulary, grammatical structures and conventions appropriate to the text 3.07 Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts	ACSF 3.03 / 3.04 is demonstrated when communication and routine instructions are given in writing. ACSF 3.05 / 3.06 is demonstrated when completing reports. ACSF 3.07 / 3.08 is demonstrated when exercising effective communication techniques and following oral routine instructions.

	3.08 Derives meaning from a range of oral texts in familiar and some unfamiliar contexts Or 4.07 Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts 4.08 Applies appropriate strategies to extract main ideas from oral texts across a range of contexts	ACSF 4.07 / 4.08 is demonstrated when adjusting communication to meet differing needs, recognizing non-verbal triggers and minimizing conflict and tensions. The demands of the workplace will determine the performance features of the oral communication and thereby the ACSF alignment. Complete alignment requires the individual to demonstrate competency in a range of text types, e.g. workplace report, letters, case file notes, notes and memos, and a range of interactional purposes e.g. casual conversation in the canteen, shift changeover briefing, negotiating a change in schedule, making a presentation and resolving a conflict. NOTE: ACSF alignment does not occur in a community language which is not English.

Sample assessment tasks

The following sample tasks can be found in the 'Assessment tasks' link on the LLNP page of the LWA website: http://www.lwa.au.com

Use this link to download the tasks as word documents for customising to your context and learners' needs.

TASK 7 - Adjusting communication for effectiveness

<u>**Aged Care**</u>

ACSF 3.07, 3.08

<u>Assessor Instructions:</u> Ask the student to reflect on communication difficulties which occurred in the workplace either with colleagues or clients. This may be due to social and cultural differences. Students then identify the communication problem, brainstorm possible resources to address the problem, talk about possible ways to resolve the problem and how a change in communication will be implemented. A proforma has been created on the following page to capture evidence for this activity.

If the student is not currently involved with a workplace, create workplace scenarios of communication difficulties that the student is likely to encounter in your community. Samples are shown below:

Tony is a care giver in the local community aged care facility. One of his responsibilities is to give medicine to the residents early in the morning before breakfast.

Tony perceives a problem with Su-Jeong Pak, an elderly Korean woman who is a resident in the facility. When Tony asks her if she has taken her morning medicine, Su-Jeong doesn't look at him when she replies yes. Since Su-Jeong often averts her eyes when she talks to him, Tony believes Su-Jeong is lying, hiding something or doesn't like him. He is getting increasingly uncomfortable interacting with her.

Kathy works at the childcare centre in an inner city neighbourhood. She looks after the preschool children aged 4 to 5 years old.

At the end of the day when the children are picked up, she often gives a brief commentary on the child's day to the person who has come to take the child home. She relays any problems the child had, achievements the child accomplished, friends the child interacted with and the like.

With 1 of the children in her group, a young boy named Fujio Tamura, she often gets silence in response to her recount on Fujio's day. While the mother is polite and respectful to her, Kathy finds this silence unsettling and wonders if she has offended Fujio's mother in some way.

Assessment Outcome:

Depending on the language used, students may demonstrate oral communication 3.07 and 3.08.

Alignment to 3.01 may be demonstrated when the student reflects on the communication difficulty and adjusts his or her communication appropriately.

Adjusting communication for effectiveness

Communication Problem	Resources for Addressing Communication Problem	Possible Reasons for Communication Problem	Possible Ways to Address Communication Problem	Proposed Implemented Change to Communication to Address the Problem

TASK 8 - Follow routine instructions

<u>**Aged Care**</u>

ACSF 3.03 / ACSF 3.04

<u>Assessor Instructions:</u> Ask the student to read routine instructions from the workplace. If the student is not currently involved with a workplace, create workplace instructions that the student is likely to encounter in workplaces within your community. A sample is shown below:

Cleaning and Disinfecting

Wear protective gloves and other protective clothing.
Use detergent and warm water for routine cleaning.
Where surface disinfection is required, use the disinfectant in accordance with the manufacturer's instructions.
Surfaces should be cleaned before applying disinfectants.
A solution of 1:10 dilution of 5% sodium hypochlorite (household bleach) in water should be used to disinfect surfaces that have been contaminated with blood or body substances.
In the event of being exposed to blood or body substances or sustaining a needle stick injury the following action should be taken:

- wash away the blood or body substance with soap and water;

- if eyes are contaminated, rinse eyes while open with tap water;

- if blood gets into the mouth, spit it out and then repeatedly rinse with water;

- report the incident to the appropriate authority;

- you should be referred to a doctor;

- counselling may be offered to you.

Linen soiled with blood or body substances should be identified as such and kept separate from other linen.
PVC, latex or household gloves and protective clothing should be worn when handling soiled linen.
Where possible heavily soiled items should be soaked in diluted bleach.
Linen should be washed using a hot water cycle.

Follow routine instructions questions

1.) The Cleaning and Disinfecting instructions give instructions for 3 different sets of circumstances. What are the 3 different set of circumstances?

a. _____

b. _____

c. _____

2a.)You have been instructed to clean a toilet which has urine on the seat. Explain what you will do to clean and disinfect it.

_____

_____

_____

2b.) You need to make 2 litres of disinfectant solution to clean the toilet. Explain how you will make it.

_____

_____

3.) A colleague thinks she got blood on her face and possibly in her eye. What will you tell her to do?

_____

_____

4.) When going to change a bed, you discover that the client wet the bed. What do you do?

_____

_____

_____

5.) You are required to wipe down the receptionist's counter and entry table every afternoon. How will you clean it? Explain your reasoning.

_____

_____

_____

Assessment Outcome:

Alignment to 3.03 / 3.04 is demonstrated when the student reads the workplace instructions and follows them correctly or answers questions on the routine instructions correctly. Evidence for numeracy indicators may also be demonstrated.

Source for cleaning and disinfecting instructions:

www.deir.qld.gov.au/workplace/pdfs/safetysense/sscm1.htm

Section 4: Higher level ACSF activities and tasks

Introduction

This section contains sample activities and tasks which integrate workplace learning with LLN learning.

The sample activities and tasks span the core skills for LLNP classes at and above ACSF exit level 2. The following material is presented in two parts: Part 1 is a table which provides general ideas for workplace related sample activities and Part 2 contains specific tasks which incorporate the workplace into LLN learning.
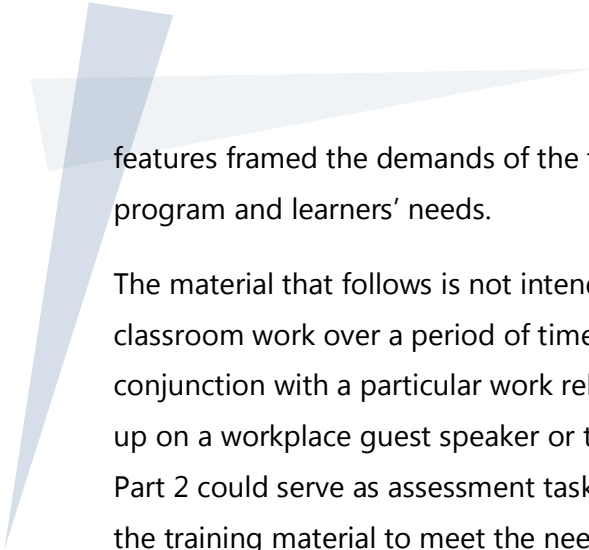
These activities and tasks give ideas for integrating work related activities into higher level LLN classes. Work related activities will prepare these students for operating in the workplace in the future. It is not necessary to have a specific workplace relationship to carry out these sample activities and tasks. However, if there is a relationship with a workplace, use that relationship to tailor the material.

How to use this section

The following activities and tasks provide examples which embed a workplace theme in the material. Use the material to get an idea of how to incorporate workplace related content into classroom teaching. Workplace related content may include, but is not limited to, vocabulary, forms, scenarios and procedures.

Use the activities in Part 1 to generate ideas for classroom teaching and task development. Some of the activities listed were generated from the sample activities in the ACSF. The list is in no way exhaustive and supplements the resource listing in Section 5 of this document.

Use the tasks in Part 2 as a model on how to marry ACSF higher level indicators with work-related content. These tasks, which are based on a range of work-related contexts, were developed with ACSF level 3 and 4 core skills. The work contexts dictated the vocabulary used and/or actions which need to be taken while the ACSF performance

features framed the demands of the task. Customise these tasks to suit your training program and learners' needs.

The material that follows is not intended to stand alone but to be used in a body of classroom work over a period of time. These activities and tasks could be used in conjunction with a particular work related theme, such as workplace safety, or to follow up on a workplace guest speaker or tour. With further development, the sample tasks in Part 2 could serve as assessment tasks. As with any training material, modify and adapt the training material to meet the needs of the learners and the specifics of the workplace.

Workplace content

Content for work related tasks can come from an array of sources. Section 5 of the resources provides a starting point for the gathering of this information. Some of these resources will also within themselves contain a list of resources which will further your search.

Other ideas for content could come out of work related themes which may include guest speakers, workplace visits, or workplace observation. Use your local business, volunteer and government communities as potential sources of work related content. These organisations will have various forms, personnel, public relations videos, and the like which are rich sources of content for activities and tasks. Tap into these sources as they are relevant to your community and therefore also relevant to your students.

It is also helpful to brainstorm different types of workplace literacy needed by employees at higher level positions. Examples of workplace literacy for team leaders, coordinators and frontline managers include:

- Communicating effectively with internal and external customers
- Using information technology
- Communicating effectively to support and lead work teams
- Developing written documentation associated with continuous improvement, such as key performance indicators

- Using interpersonal skills to communicate goals, plans
- Writing minutes of meetings
- Interpreting workplace numeracy such as budgets, efficiency and productivity schedules
- Reading, interpreting and disseminating information about workplace policies and procedures
- Communicating effectively with people from different social and cultural backgrounds
- Documenting performance plans
- Using language to effectively negotiate and resolve workplace issues

Incorporate these different types of workplace literacy into the classroom to address the needs of the workplace.

To develop effective training activities and tasks, use authentic workplace material where possible. This ensures that the activity/task is relevant to workplace needs. Some of this workplace material might include:
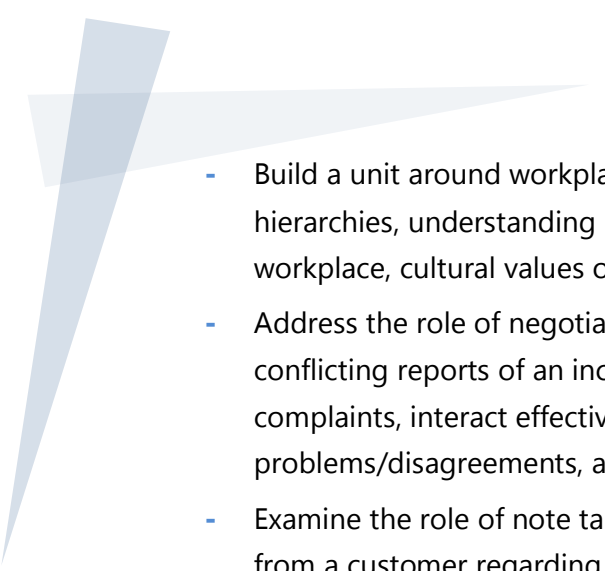
- Safety brochures, product brochures
- Plant and equipment specifications and manuals
- Procedural texts, grievance and counselling procedures
- Product specifications, technical drawings
- Company policies
- Annual budget, annual report
- Employment contracts
- Employee handbook
- Service agreements, collective agreements, salary sacrifice agreements
- Employee superannuation information
- Employee entitlements
- Tenders
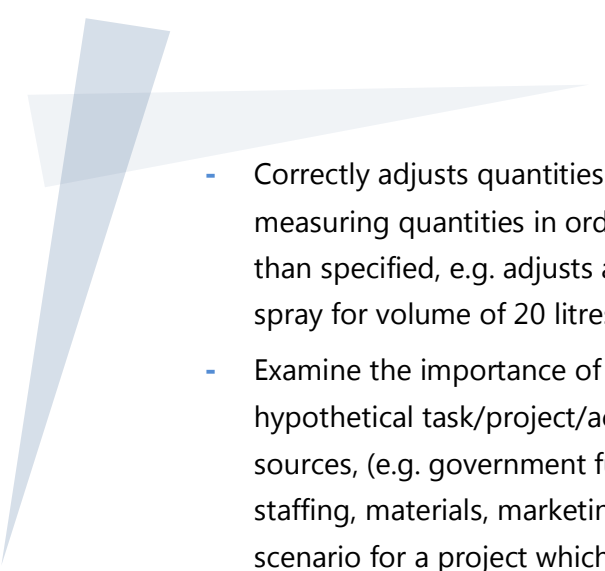- Fair Work information statement, national employment standards

Part 1: General ideas for workplace related activities

The following sample activities provide ideas for classroom teaching; workplace related teaching themes and task development:

- Research the role of the union in the Australian workplace e.g. effects on politics, attitude and culture

- Detail various problem solving processes e.g. in human resource department vs welding department, in a production plant vs office environment

- Compare quality improvement processes in different workplaces e.g. flowchart, timeline, teamwork, method

- Investigate new software relevant for industry of student's choice e.g. spread sheet package, Photoshop

- Introduce the concept of change management e.g. scenarios, change to organisational charts, who conducts it, how is workforce affected, ripple effects to company, motivation for doing

- Create a virtual company and develop workplace documentation for this company e.g. machinery/equipment manuals, standard operating procedures, work instructions

- Introduce and discuss the range of formats used for workplace information, e.g. memos, instant messages, reports, spread sheets, data presentations

- Explore the various travel required by different workplaces and its implications e.g. logistics for mine workers living in Perth, business trips and necessary arrangements, attending a conference overseas

- Create a theme concerning flow charts in the workplace e.g. describe familiar workplace operation in the workplace, the path of information exchange, process for gaining plan approval

- Select and use professional texts which include some abstraction, symbolism and technicality relevant to student, e.g. identifies critical circuits from complex circuit diagram, identifies procedures for dealing with a technical fault or breakdown

- Build a unit around workplace culture e.g. implications of workplace hierarchies, understanding impacts of a multicultural workforce on the workplace, cultural values of the Australian workplace

- Address the role of negotiation in the workplace e.g. examine and resolve conflicting reports of an incident, listen and respond to routine customer complaints, interact effectively with team members to identify and remedy problems/disagreements, ask for a pay rise

- Examine the role of note taking in the workplace e.g. capturing comments from a customer regarding quality of service provided, attending a conference, listening to information on a new product line, feedback from a manager on a work process

- Challenge student to create an imaged new piece of equipment or machinery and create all documentation that will go with it e.g. drawings, an instruction manual, safety hazards, warranty conditions and forms, maintenance requirements

- Look at and compare report writing in various workplaces e.g. report for manager detailing problem and steps taken to address it, report of safety incidents for the month, report on effectiveness of implementation of a new process, specific information from an announcement

- Build a theme around workplace induction e.g. why is it done, what is the content, how is competency measured, conduct a mock induction

- Examine the role of clubs both within and outside the workplace, e.g. the role and activities of a workplace social club, the benefits of joining a professional organisation

- Introduce the Australian vernacular of various workplaces and appropriate use of the vernacular e.g. sparkie, stuffed up, she'll be right

- Introduce the concept of an in-service e.g. conduct a mock in-service, present information to another classmate after attending

- Use rate of application to work out the quantities required for a routine task e.g. paint a room, pesticide required for pest control, petrol required to mow a certain area

- Correctly adjusts quantities and follows operating instructions, including measuring quantities in order to make a product of a smaller or larger size than specified, e.g. adjusts and follows instructions specified for 5 litres of spray for volume of 20 litres

- Examine the importance of a budget e.g. develop an operating budget for a hypothetical task/project/activity including income/revenue from different sources, (e.g. government funding, membership fees, sales) and expenses (e.g. staffing, materials, marketing, overheads, travel, training, IT support); create a scenario for a project which requires a detailed budget, change the scenario (blow outs) which requires adjustments to ensure the project is completed within budget

- Look at the use of statistical system information and data within the workplace e.g. customer satisfaction survey results, phone calls/enquiries data, customer profiles; analyse and interpret the data using graphical and numerical processes (e.g. graphs, charts, averages), to demonstrate different interpretations and influences

Part 2:   Integrating LLN and workplace learning – sample tasks

The following tasks incorporate LLN learning with workplace learning. The tasks demonstrate ways to bring the workplace into the higher level LLNP class. The ACSF indicator alignment is shown at the top of the task.

The following higher level ACSF sample tasks can be found in the 'Assessment tasks' link on the LLNP page of the LWA website: http://www.lwa.au.com

Use this link to download the tasks as word documents for customising to your context and learners' needs.

TASK 1 - Specialised word usage

Target Core Skill: Oral Communication   ACSF 3.07/3.08

Assessor Instructions: Write technical terms generated from workplace teaching activities on slips of paper. Label each corner of a table with headings such as 'Quality', 'OHS', and 'Machine'. Divide the slips of paper between the learners. Working in groups, challenge the learners to group the words into 'Terms Used for Quality', 'Terms Used for OHS' and 'Terms Used for Machines' by placing the slips of paper under the correct heading. If a word is used in several of the groups, have the learners write the word as many times as needed on additional slips of paper.

Call on a student to read the words under a heading. Do this for all headings.

Ask the students if there were any words that were difficult for them. Why? Ask the students if there were any words that were easy for them. Why?

Discuss why a word may occur only in one group while another word may occur in all groups.

Have each student chose a word and talk about it; what does the word mean; why did they chose it; why is it important to them; how is it used in the workplace; how will they use this word in the future, is it an important term in their chosen field or industry?

Peer questions and comments may follow the each student's talk.

3.07 may be demonstrated when the student discusses their chosen word and answers any questions; 3.08 may be demonstrated when listening to questions and comments following their discussion.

Depending on the complexity of the terms, their usage and application, this task may address ACSF level 4 performance features.

TASK 2 - Creating OHS workplace scenarios and completing incident report forms

Target Core Skills: Writing   ACSF 3.05/3.06,   Listening   ACSF 3.08

Assessor Instructions:

1. Dictate some OHS workplace terminology generated from previous teaching activities to the class. Ask the class to write down dictated terms.

2. Appoint one member of the group as scribe and ask him or her to stand at the board.

3. Ask the other members of the group to read out the words they have written down and to agree on spellings for each; the scribe should write down the agreed spellings, in order on the board. Allow the learners to work out their versions before confirming or otherwise.

4. When the whole list is on the board, ask the students, working in pairs or small groups, to construct an OHS workplace scenario from the list e.g. a chemical spill, a severe fall, a broken cable.

5. Require the students to conduct the writing process (plan, draft, proof, edit, rewrite) while writing the scenario.

6. Ask the learners to share their scenarios.

7. Have the class listen to the scenarios and fill out an incident/injury report for each scenario they hear. If any information is missing in the scenario and needed to complete the incident/injury report, the students should ask questions to the group presenting their scenario to gather this information. (The Incident/Injury Report from HLTOHS200B: Participate in OHS processes sample assessment task 'Reporting an OHS incident on a standard workplace form' in Section 3 can be used for this step.)

8. Instruct students to rewrite scenarios for final copy including any information that was missing.

This task may be conducted over several class periods.

3.05/3.06 may be demonstrated when writing the OHS workplace scenario and when filling in the incident reports of the other scenarios. 3.08 may be demonstrated when listening to the scenarios of the other students. 3.07 may be demonstrated when answering any questions.

Depending on the complexity of the terms, their usage and application, this task may address ACSF level 4 performance features.

TASK 3 - Creating a Quality Control (QC) board

Target Core Skill: Writing   ACSF 4.05/4.06

<u>Assessor Instructions:</u>

Tell students they will be working in a hypothetical production plant. They will work in groups to create a QC board on a product in their hypothetical production plant.

A QC board is a two-sided bulletin board on wheels which contains information on a product's defects, or products that are out of specifications, on one side and information on the products' packaging defects, or packaging that is out of specifications, on the other side. This board is placed near the manufacturing process of the product to serve as a training/information tool for employees working on that product on the shop floor.

Tell the students that the product they choose can be anything that is mass produced e.g. shoes, books, cars, biscuits, chips or medicine. Each group can choose the product of their production plant.

One side of the QC board will have actual examples of defects with a product. The other side of the board will have actual examples of defects with the packaging of the product.

For example, if they chose chocolate biscuits as their product, examples of product defects might be a biscuit with no filling between the two layers, a biscuit with no chocolate coating on the outside and a biscuit with one layer of biscuit broken. Examples of defects in the biscuit packaging might be a failure to properly seal on one end of the packet, a missing use by date stamped on the outside of the packaging, a wrinkle in the plastic tray in which the biscuits are packed and an improper total count of biscuits being placed in the tray prior to sealing the packet.

The learners can create the board in any format or style that they'd like but the board must contain:

1. Actual examples of the defects
2. Descriptions of the defects

3. Where the defect is occurring on the line or in production

4. Why the defect is occurring

5. The defect severity rating e.g. minor, major, critical

6. Action taken

7. Prevention of the defect

Challenge the students to:

- Create hypothetical product and packaging specifications
- Outline the limit of acceptability for the product using the specifications
- Assign a defect rating to the out-of-standard item and explain the purpose, or meaning, of that defect rating (e.g. point value or dollar value)
- Explain the steps taken in undertaking corrective action(s).

This task may be conducted over several classes.

4.05/4.06 may be demonstrated when writing the material for the QC board. Numeracy indicators may be demonstrated when creating the specifications, limit of acceptability and defect rating.

4.07 may be demonstrated if QC boards are presented orally to the class. 4.08 may be demonstrated if listening to the presentation of QC boards by the other students and asking questions to confirm comprehension or gain further detail.

Depending on the complexity of the terms, their usage and application, this task may address ACSF level 3 performance features.

Section 5: Resources for workplace experience or workplace observation preparation in the LLNP

This section of the resource lists websites and online resources to support the implementation of bringing the workplace into the LLNP classroom. This list is not exhaustive but provides a starting point for the wealth of information available to supplement your teaching with workplace information.
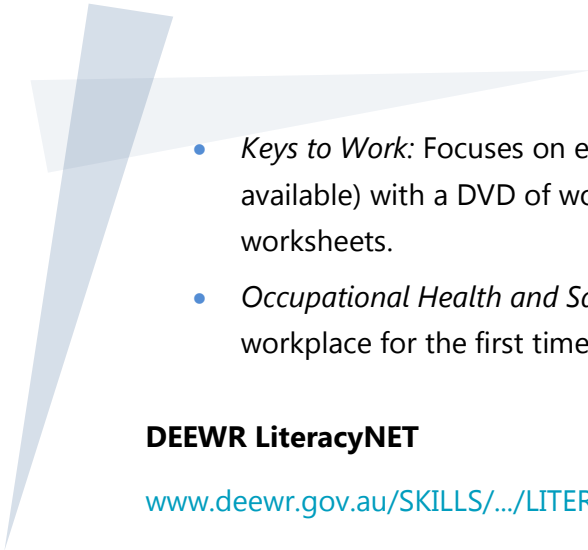
Use these websites and online resources to gather ideas and material for classroom teaching and task development. The internet is a particularly useful tool for bringing the workplace into the LLNP classroom when an actual workplace is not available to the LLNP student(s).

These web addresses were correct at time of writing. Websites do change from time to time, so if any of these are no longer available type keywords from the subject matter you are exploring into your search engine to find material for your classroom teaching.

AMES VIC publications website www.ames.net.au/bookshop

A range of resources are available for purchase including:

- *Speak safe* (OHS awareness for CALD learners): A DVD/CD resource across six industry sectors – office, retail store, warehouse, agribusiness, aged care facility, commercial kitchen. Suitable for practical placement preparation. Addresses OHS units of competency in different industries.
- *That's work!* An interactive CD ROM based on sixteen workplace conversations in two different workplaces. It aims to address language and employability skills for lower level learners.
- *Introduction to Retail:* For CALD learners seeking employment in the retail sector. Supports Certificate 1 in Retail Operations.
- *Caring for Children:* A DVD/CD resource for CALD students interested in working in the child care sector. Suitable for preparation for workplace experience.

- *Keys to Work:* Focuses on employability skills (examples of the activities are available) with a DVD of workplace scenarios and photocopiable student worksheets.
- *Occupational Health and Safety:* For CALD learners entering the Australian workplace for the first time. CSWE III +/ CGEA 2+.

DEEWR LiteracyNET

www.deewr.gov.au/SKILLS/.../LITERACYNET/Pages/default.aspx

 Visit LiteracyNet for general, work-based and indigenous resources in a range of formats including print-based and media.

FREE downloads

www.safetyvideoshop.com.au A series of brief videos highlighting the need for safety in the workplace.

www.spectrumvic.org.au There are a number of free resources from Spectrum Multicultural Resource centre for people from CALD backgrounds with an interest in volunteering/finding work. Topics include – Australian workforce culture, interview preparation, writing volunteer and job applications, effective communication, and local volunteer websites.

http://www.precisionconsultancy.com.au/acs_framework Precision Consultancy: A bank of language, literacy and numeracy assessment tasks written broadly against the Australian Core Skills Framework (ACSF). The tasks cover a range of industry areas and are freely available. They can be contextualised for different industry areas or used in different assessment contexts.

http://www.mwtrain.co.au MW Training Consultants: This website offers a free sample of a range of resources with an LLN focus to trainers and teachers. The site contains industry specific LLN resources and LLN targeted resources with a sample of each resource available to view. Within these samples are workplace themed tasks and activities covering a range of industries. Full resources can be purchased.

http://www.dreamstime.com/free-photos As well as a free downloads section, a licence can be purchased to use other images on the site.

Industry Skills Councils (ISC) websites

The following websites provide a broad range of information about training packages, resources, projects and publications. Some have developed LLN related resources for their industries, which may be useful for the LLNP. Some resources are free and some are available for purchase, contact the relevant ISC.

Industry Skills Councils: www.isc.org.au

- Agrifood Skills Australia: www.agrifoodskills.net.au Follow the *projects* link for resources.
- Community Services and Health Industry Skills Council: www.cshisc.com.au Follow the *projects* and *online store and resources* links resources.
- Construction and Property Services Industry Skills Council: www.cpsisc.com.au Follow the *workplace communication* link for resources.
- ElectroComms and Energy Utilities (EE-Oz Training Standards) Industry Skills Council: www.ee-oz.com.au Follow the *language, literacy and numeracy* link for resources.
- Forest Works: www.forestworks.com.au Follow the *training and assessment* link for resources.
- Government Skills Australia: National Industry Skills Council: www.governmentskills.com.au Follow the *about*, then *reports and publications* links for resources.
- Innovation and Business Skills Australia: www.ibsa.or.au Follow the *online store* link for resources and the *job seekers and learners careers resource* link.
- Manufacturing Skills Australia: www.mskills.com.au Follow the *foundation skills* and *online shop* for resources.
- Service Skills Australia: www.serviceskills.com.au Follow the *online s*hop link for resources.

- Skills DMC: National Industry Skills Council: www.skillsdmc.com.au Follow the *products and services* link for resources.
- Transport and Logistics industry Skills Council: www.tlisc.com.au Follow the *publications* link for resources.

NSW AMES website http://ames.edu.au/content/publications.aspx

A range of resources are available for purchase including:

- *At work*: Beginner and Post Beginner: DVD based resources that assist students to understand Australian workplace practices and develop the language, literacy and numeracy they need at work. Spoken and written activities are included.
- *Finding work*: Beginner and Post Beginner: DVD based resources which assist students to develop the language the need to carry out their own job research.
- *Getting it right at work*: Customer service/ Negotiating and Problem solving (Intermediate to Advanced language learners). DVD and Workbook: Face-to-face and telephone communication with external customers. Spoken communication strategies for dealing internally with negotiating and problem solving in the workplace.

OHS online training resources

This selection was reviewed by the project team. An internet search will reveal more resources.

- For online activities and tests about workplace hazards go to http://www.safework.sa.gov.au/show_page.jsp?id=6421
- www.education.vic.gov.au/safe@work/ A health and safety resource package for secondary school students who undertake workplace learning programs. The home page has links to a general module, an industry module, hazards facts sheet and additional resources.
- www.safework.sa.gov.au/.../EducationAndTraining/TrainingKits/ Training resource kit covering a range of topics and contexts.

State and territories government OHS websites

Go to the relevant links at these websites for OHS information, publications and resources:

http://worksafe.act.gov.au

http://workcover.nsw.gov.au

http://worksafe.nt.gov.au

http://whs.qld.gov.au

http://www.safework.sa.gov.au

http://worksafe.tas.gov.au

http://worksafe.vic.gov.au

http://www.safetyline.wa.gov.au

Workplace English language and Literacy Program (WELL)

http://www.deewr.gov.au/Skills/Programs/LitandNum/WorkplaceEnglishLanguageandLiteracy/Pages/default.aspx Follow the *resources and strategic projects* link to see materials that have been developed through the WELL program in the last few years.