



TAELLN411A

Student Workbook

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Workbook Activities

Activity One A

- (i) According to the ACSF what are the five LLN skills?

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- (ii) In your group read the section titled “Trial Program” from the Extract to No More Excuses (Handout 1 in your kit) then respond to the question below.

What was the ISCS response to the workplace LLN survey which indicated Australia's workforce was in crisis over this issue?

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Activity One B

Tick the box of the core LLN Skills you believe would be required for:

An accountant

- Learning.....
- Communication.....
- Reading
- Writing
- Numeracy

An administrator

- Learning.....
- Communication.....
- Reading
- Writing
- Numeracy

Activity Two

Below is an extract from the unit of competency BSBSLS403A – Present a sales solution

Obtain and organise products for use within a sales presentation

Review product information to ensure familiarity with products

Identify sales tactic options, and assess and choose them in terms of their ability to meet

Consider a variety of sales solutions and prepare to meet buyer needs

Identify and select sales aids

Identify alternatives for prospects and assess them in relation to anticipated buyer needs

Tick the box of the core LLN Skills you believe the learner would need in order to perform these tasks

Learning.....	<input type="checkbox"/>
Communication.....	<input type="checkbox"/>
Reading	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>

Activity Three A

Identify the trigger words from MSS015001A Measure and Report Carbon Footprint

Element	Performance Criteria
1. Map carbon sources and sinks along the value chain	1.1 Select portion of the value chain for analysis 1.2 Identify process steps along the chain 1.3 Identify the carbon-related change which occurs at each step
2. Determine nature and source for carbon emissions	2.1 Determine carbon emissions from each step 2.2 Determine source of each emission 2.3 Identify measurements available for each emission and each source
3. Quantify carbon	3.1 Quantify each emission 3.2 Determine CO ₂ equivalent tonnes for each emission 3.3 Determine point of obligation and total obligation as required
4. Recommend strategies for reducing carbon footprint	4.1 Short-list high carbon sources 4.2 Determine root cause of emissions 4.3 Identify relevant carbon sinks 4.4 Investigate methods for reducing emissions 4.5 Prepare recommendations for improvement

Activity Three B

Place the following trigger words against the relevant core skill indicator

Select
Identify
Determine
Quantify
Investigate

Reading	
Writing	
Oral communication	
Numeracy	

Activity Four

- (i) Highlight ten trigger words contained in the unit TAELLN411 (the complete unit of competency is provided in your kit)

Elements Elements describe the essential outcomes	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse LLN requirements	1.1 Determine LLN skill requirements of the training specification 1.2 Identify and analyse the LLN skill requirements essential to workplace performance 1.3 Determine the LLN skills of the learner group from validated tools and other sources
2. Select and use resources and strategies to address LLN skill requirements	2.1 Identify resources to support LLN skill development 2.2 Use learning and assessment materials to support identified LLN requirements, customising where necessary 2.3 Apply learning support strategies in training delivery appropriate to LLN requirements and learner group 2.4 Determine assessment strategies appropriate to LLN requirements and learner group
3. Use specialist LLN support where required	3.1 Review course demands and learner profile to determine if specialist LLN support is required 3.2 Access specialist LLN support where available 3.3 Integrate specialist LLN support into training or assessment practice where required
4. Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements	4.1 Seek feedback on learning support provided and assessment strategies used 4.2 Evaluate learning support and assessment strategies used 4.3 Determine areas for improvement based on evaluation

(ii) Place each trigger word identified in Activity (i) against the relevant core skill indicator in the table below

Learning	
Reading	
Writing	
Oral communication	
Numeracy	

Activity Five

Suggested three (3) methods that could be used to determine a learner's LLN skills

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Activity Six

Scenario

Romeo, who arrived from Italy six months ago, has applied for a job in a retail outlet. The role for which he has applied involves:

- Speaking with customers – face to face and on the phone
- Processing telephone orders
- Doing the banking
- Giving correct change

As part of the interview he has been requested to complete the self-assessment checklist appearing below. Romeo will be required to perform all of these tasks if he is successful in gaining the role for which he has applied.

- (i) Analyse Romeo's responses to determine if there are any gaps in his core skills
- (ii) If there are gaps indicate which core skills require support

Self-assessment checklist

Rate yourself on the following tasks: Answer: Yes (I can do this by myself) or No (I need help to do this)

I can:	Yes	No
Use a calculator	✗	
Add up the prices of things in my head		✗
Work out how much change I should give (without help from the register)		✗
Know roughly how tall I am in centimeters	✗	
Make a guess of the weight of articles in kilograms		✗
Use a map to find a place	✗	
Look up a phone number in a telephone book or on the internet		✗
Read and understand letters or bills	✗	
Take a phone message and write it down accurately		✗
Fill in a form (e.g. timesheet for work)	✗	
Write notes, letters or emails		✗
Speak at meetings or in a group		✗
Do my banking		✗
Follow instructions for a task	✗	
Order supplies from a list		✗

Learning	<input type="checkbox"/>
Reading	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Oral communication	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>

Activity Six B

Scenario – Romeo is a likeable person and the customers love him. The workplace has decided to provide additional training for him, especially in the area of simple addition, subtraction, multiplication and subtraction.

Using the Sample Individual Learning Plan in the kit as a guide prepare a learning plan designed to assist him in making calculations. The training will commence on 7th November with an anticipated finish date of 19th December.

The training will be conducted at the workplace and a workplace mentor will be assigned to work with him.

Romeo will work through basic work-based activities designed to improve his ability to make simple calculations accurately.

Individual Learning Plan

Learner's name Trainer/Facilitator's name:

Start date Finish date

Goal:

Possible Obstacles

Preferred Learning Style

Learning Environment Requirements (e.g. special needs etc.)

Period of learning relationship (frequency of meetings/length of sessions/type of session)

Location of the learning:

Activities to be undertaken

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Resources required by learner: workplace mentor

Activity Seven

Types of specialist core LLN assistance can include:

- specialist in-house support services
- Workplace English Language and Literacy (WELL) program support
- specialist consultants
- team teaching approaches
- mentoring
- government and community support services

Your task:

- (i) Select one of the suggested specialist core LLN assistance types listed above.
- (ii) Describe the evidence you would gather that would confirm the fact that this type of LLN assistance would help the learner achieve their desired learning goal.

Your Responses

- (i) Type of core LLN assistance selected:

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- (ii) Evidence gathered confirming this decision:

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Activity Eight A

Yejun is an ESL (English Second Language) worker from South Korea. He is an excellent worker with a sound grasp of the English language, but struggles in making himself understood. As a matter of fact he has even reported being laughed at by native English co-workers for demonstrating non-native-like pronunciation.

Others have refused to take instruction because they couldn't (or wouldn't try to) understand him.

In your group discuss Yejun's situation. Review the list of strategies provided in your kit (Handout 5) and suggest a support strategy that might assist Yejun to overcome this barrier

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Activity Eight B

After collaboration with an LLN specialist, it was agreed to provide additional support by way of training for Yejun. Using the Sample Individual Learning Plan in the kit as a guide prepare a learning plan designed to assist him in his spoken English. The training will commence on 7th November with an anticipated finish date of 19th December.

The training will be conducted at the workplace and he will be provided with email access to the LLN support person.

It is recommended that Yejun be provided with recording facilities to enable him to record and listen to instructions delivered by himself.

Yejun's preferred learning style is kinaesthetic.

Individual Learning Plan

Learner's name Trainer/Facilitator's name:

Start date Finish date

Goal:.....

Possible Obstacles

Preferred Learning Style

Learning Environment Requirements (e.g. special needs etc.)

Period of learning relationship (frequency of meetings/length of sessions/type of session)

Location of the learning:

Activities to be undertaken.....

Resources required by learner:

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Activity Nine

Scenario

Jason works in a large warehouse as a forklift operator. He is passionate about forklifts and there's not much he doesn't know about them and how they operate. For some time his manager Roxanne has been noticing how clearly he explains the procedures to new staff members, so much so that Jason is now recognised as the "unofficial workplace trainer".

Wanting to acknowledge Jason's skills Roxanne recently enrolled him in TAE40110 but Jason is struggling reading and comprehending the written text and is telling her that while he's happy to go on showing the newcomers the ropes but doesn't want to continue with the course.

Roxanne and Jason have agreed to engage an LLN Specialist to assist Jason in obtaining his TAE40110.

In your group, customise the performance Criteria from TAEDEL401A on the following page to ensure Jason understands all tasks he must perform when preparing to present as a workplace trainer.

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<p>2. Prepare session plans</p>	<p>2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2.2. Develop session plans and document these for each segment of the learning program</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3. Prepare resources for delivery</p>	<p>3.1. Contextualise existing learning materials to meet the needs of the specific learner group</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.3. Confirm overall delivery arrangements with relevant personnel</p> <p>.....</p> <p>.....</p> <p>.....</p>

Activity Ten

Jason finally agreed to work with Roxanne in an attempt to complete TAE40110

Your task

Read the scenario titled Jason’s training (handout 6 in the kit) and suggest two support strategies Roxanne developed in collaboration with the LLN Specialist

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Activity Eleven

Explain the monitoring methods implemented by Roxanne and the LLN specialist that enabled them to evaluate Jason’s training program.

Do you believe these methods were effective? Provide an explanation for your answer.

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Activity Twelve A

Mamadou Barry is a 27-year-old accountant from Guinea. He is a graduate of the Gamal Abdel Nasser University of Conakry and has three years of work experience in banking in Guinea. He speaks clearly and is easily understood and has a sound grasp of written English and numeracy.

He immigrated to Australia last year to reunite with his family members who have been living in Queensland for the past five years.

He is currently living on Queensland's Sunshine Coast and is unemployed.

He is eager to become a certified public accountant (CPA). He has been told by an uncle that this is what he should do and that it is easier to do this in Queensland than elsewhere in Australia. He contacted an RTO but they have told him that he will need to undertake a fully Advanced Diploma of Accountancy before they will be able to help him. They have also told him he must enrol in their English as a Second Language (ESL) course.

Your tasks

(i) In your group discuss the RTO's actions. Do you believe they have complied with the following legislation?

- equal opportunity Yes No
- privacy legislation Yes No

(ii) Suggest three points you would include in a policy that would ensure ABC Training College's compliance with this legislation

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Activity Twelve B

- (i) After reading ABC Training College’s WHS reporting procedures listed below complete the table that follows to assist an ESL worker in understanding the basic requirements.

The categories below define the types of hazards and incidents that must be reported.

6.1.1 Hazards, near misses, injuries to staff, students, contractors and visitors sustained whilst in ABC Training College owned or occupied buildings and grounds. Report to administration who will determine most appropriate person

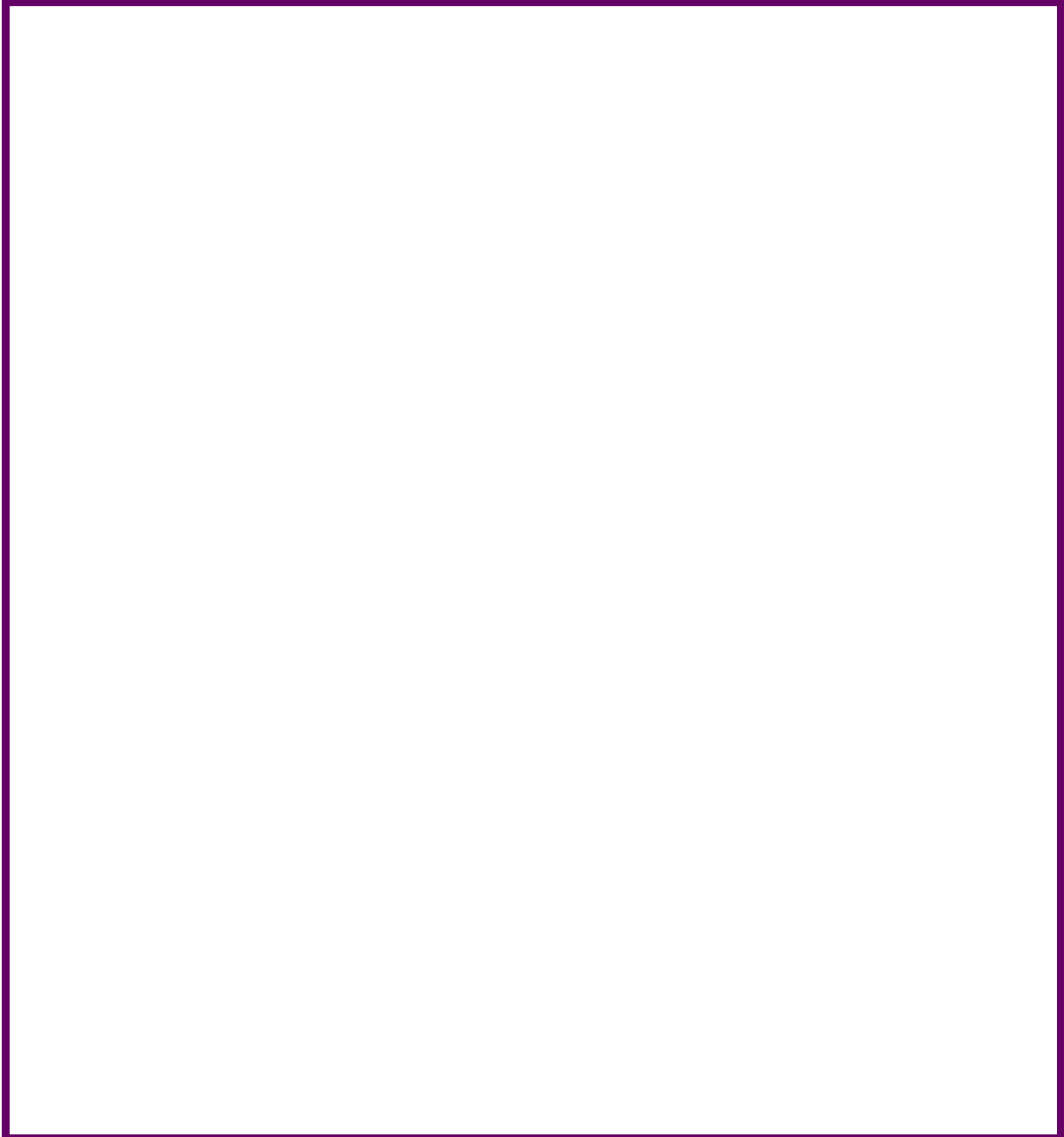
6.1.2 Hazards, near misses, injuries to staff, students, contractors and visitors sustained whilst engaged in ABC Training College activities. Report immediately to your designated WHS officer.

6.1.3 Hazards or incident involving potential risk to, or contamination of, air, water or soil, on or off-campus, or noise levels to local communities that exceed regulatory limits and that result from any activity undertaken by ABC Training College. Report immediately to ABC Training College’s Environmental Officer.

Type of hazard	Report to

Activity Twelve B

(ii) Read ABC Training College's "Emergency Evacuation Procedures" (Handout 3 in your kit) then prepare a diagram that would enable an ESL worker understand the procedures.



Activity Twelve B

- (iii) You have been requested to dot point the critical aspects of the article titled "Instructions to the Electrical Department" (Handout 4 in your kit) to ensure ESL workers are able to understand the requirements.

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Activity Twelve B

- (iv) After reading the document “ABC Training Colleges WHS Roles and Responsibilities” (Handout 2 in your kit) in your kit, suggest three actions you would take to ensure staff and students continue to comply with these requirements.

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Final Project

Identify one student/worker who you have assisted to enhance their LLN skills.

1. Provide a brief profile of the student to include
 - Explanation of their work role,
 - Description of presenting LLN issues
2. Describe the tools you used to identify the LLN skill requirements of the assessment
3. Explain the process you followed in order to gather information on the current LLN skills of the learner
4. Provide copies of two learning resources you developed or customised that assisted in addressing the LLN requirements
5. Explain the strategies you used when implementing the resources and the outcome in each instance
6. Explain the actions you took to engage the assistance of an LLN specialist and how this processes enhanced your own practice

Appendix

About the Workplace English Language and Literacy (WELL) Program

The main aim of the Workplace English Language and Literacy (WELL) Program is to assist organisations to train workers in English language, literacy and numeracy skills. This funding is available on a competitive grants basis to organisations for English language and literacy training linked to job-related workplace training and is designed to help workers meet their current and future employment and training needs.

More information can be found by visiting

<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/WorkplaceEnglishLanguageAndLiteracy/Pages/default.aspx>