

Pre-Training Review and Language, Literacy and Numeracy Indicator Tool

Name	
Date	
Course/ Qualification you are applying for	

The purpose of this tool is to ascertain your readiness for study at a particular qualification level. You may use the results to assess your eligibility to enter a course at this level.

It is used to give an idea of a person LLN levels using the Australian Core Skills Framework (ACSF). It is NOT an IQ test but it can be used to see if you need support to help you complete a qualification.



INTERNATIONAL INSTITUTE AUSTRALIA

To use this tool

All Applicants are asked to complete this Pre-Training Review and language, literacy and numeracy assessment prior to entry into a course. The purpose of this test is to determine whether you may require additional support in order to complete the course successfully.

This way, we can tell you prior to your enrolment if we are able to provide the level of support you require or if support from external agencies may be required. Further, your suitability to a course is determined.

You can use calculator and you may use a dictionary, but these are not required. You may use additional paper and you can draft your responses if you like. Completion of the test will be supervised.

Some questions are harder than others. Please answer all questions to the best of your ability. If you can't answer a question, don't worry – just move to the next one.

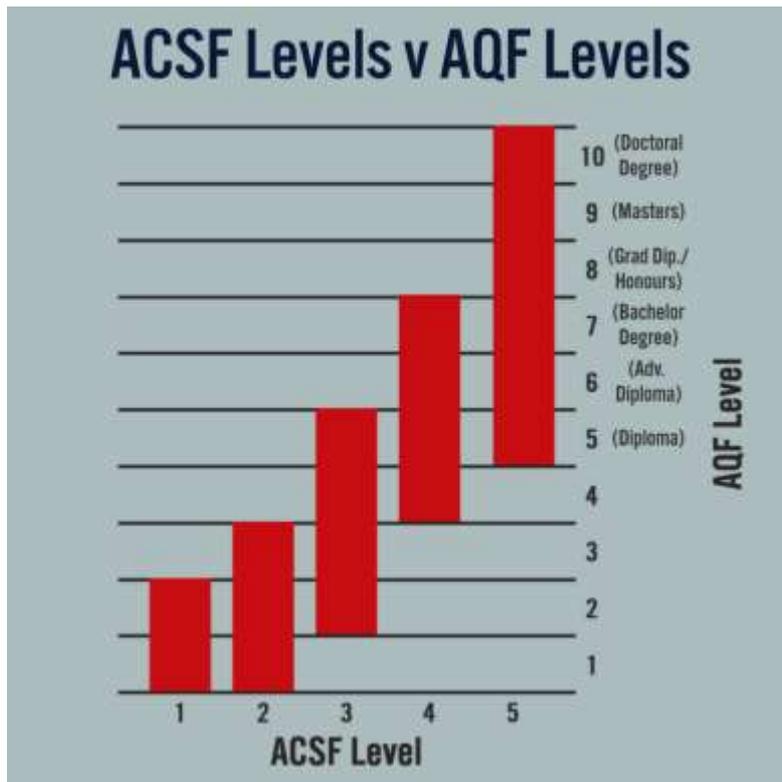
What is the ACSF?

The ACSF is a tool that looks at the five foundation skills of learning, reading, writing, oral communication and numeracy requirements.

What do the levels indicate?

- Level 5: This means you are capable of writing complex documents or doing higher level degree qualifications.
- Level 4: This means you are capable of being a manager in a company writing policies and procedures or being a teacher in a high school. It is also the numeracy level required for many trades based qualifications. This is a suitable level for Diploma and Advanced Diploma level qualifications.
- Level 3: This is the Australian adult average for reading. You will have no problem completing most Certificate IV qualifications. You will have no problem handling the reading and numeracy requirements in most workplaces (but not trades like electricians!).
- Level 2: This is the Australian average for numeracy. At this level you will most likely need support to help you finish a Certificate III qualification, especially for reading.
- Level 1 and pre-level 1: This level is usually the level of non-English speakers or those that have had a lot of problems at school and did not complete year 10 in Australia. At this level you will need focussed LLN courses to prepare you before enrolling in a qualification.

For the purposes of this tool the following broad classification of ACSF to AQF levels is applied:



Core skill levels are not based on qualification levels – two different qualifications at the same certificate level can have very different core skill levels.

For example, some Certificate IV qualifications need a higher understanding of mathematics (ACSF level 4 numeracy) while other certificate 4 qualifications have a much lower focus on numeracy (ACSF level 2 numeracy).

The core skills associated with a qualification are based on the requirements of a job that a qualification relates to or prepares you for. Core skills are not a pre-requisite for training, but are an outcome to be gained or bolstered through training.

About you and your training needs

A. Your Work Experiences and Current Competencies

A1. Read through the task list below and for each item, think about your current or previous job roles and indicate if you have any vocational experience in that area:

Skill / Experience	Indicate experience level in the appropriate column for each criteria with a tick (✓)		
	Highly Experienced	Less Experienced	No experience
1. Showing leadership in the workplace			
2. Establishing effective workplace relationships			
3. Implementing operational plans			
4. Monitoring workplace OHS			
5. Managing people performance			
6. Responsibility for developing and managing your own work priorities			
7. Actively seeking feedback on own performance from clients and colleagues			
8. Communicating with team members and management to ensure open communication channels and to clarify issues			
9. Resolving conflict and disputes in the work team			
10. Consulting and developing objectives with the work team			
11. Monitoring and adjusting operational performance by producing short-term plans, planning and acquiring resources and reporting on performance			
12. Coaching and mentoring colleagues and team members to support the introduction of change			
13. Using business technology such as computer programs and telecommunications to collect and manage information			
14. Please circle as applicable and rate: I am a Coordinator / Leading Hand / Supervisor / Team Leader / Manager / Other:			

To determine your suitability based on prerequisites (where required) and work history, please attach a copy of your CV or Resume. This should detail any professional development you may have completed in the last education and training history.

Please attach a copy of your CV or Resume.

A2. Write a brief description of your current role and responsibilities; you may also refer to previous roles if relevant for this qualification.

A3. List any qualifications or statements of attainment you previously gained.

B. Your previous Learning Experiences:

B1. In your past learning experiences, have you encountered any barriers or difficulties to learning? Give a brief description of your past learning experiences (the good and not so good ones)

B2. From the information that you currently have about the course, do you have any concerns that might prevent you from progressing through this training and assessment program? Give a brief description of your worries or any other perceived obstacles to achieving your desired learning outcomes.

B3. We all learn differently and have preferred learning styles. IntIA aims to tailor a program (where possible) to suit the individual. Take some time to think about how you like to learn and please tick one box below in order of preference.

- I am a visual learner and prefer visual input and tend to remember things better if they are organised and presented visually, for example, images, charts and flow diagrams.
- I am an auditory learner and prefer auditory in remember things best when I hear them.
- I am a kinaesthetic learner and prefer input that is physical and concrete. I require action and movement to learn things. I need to do something to remember it.

C. Your Expectations

C1. What do you hope to gain from undertaking this qualification?

C2. What benefits do you think this course will provide you personally and professionally?

C3. What can you tell us about the industry this qualification will lead to employment in?

D. Skills and Experience

Read through the task list below and for each item, think about your current or previous job roles and indicate if you have any vocational experience in that area:

Skill / Experience	Indicate experience level in the appropriate column for each criteria with a tick (✓)		
	Highly Experienced	Less Experienced	No experience
Conducting research to collect and analyse information in a range of reports			
Consulting with others to develop a range of plans and reports			
Liaising with stakeholders and promoting participative workplace arrangements			
Contributing to the development of other team members			
Providing feedback on team performance to colleagues and managers			
Applying risk management processes to business operations			
Assessing financial viability of new opportunities and matching organisational capability with market needs			
Negotiating solutions to new and emerging issues			
Encouraging creative and innovative workplace solutions			
Identifying new and emerging opportunities for the business and developing strategies to capitalise on them			
Managing, fostering and facilitating change			
Developing systems that are flexible and responsive to changing circumstances			
Planning for contingencies and performance of staff and systems			
Dealing with contingencies			
Managing own time and priorities			
Taking responsibility as required by job role and ensuring organisational policies and procedures are adhered to			
Assisting others to acquire new knowledge and skills to improve team and individual performance			
Using electronic communication devices and processes, such as internet, intranet and email to produce written correspondence and reports			
Using technology to assist the management of information and to assist the planning process			

E. Language, Literacy and Numeracy

Reading

1. A job advertisement for an apprentice is shown.

1st YEAR JUNIOR APPRENTICE CABINETMAKER

A well-established company is looking for a 1st Year Junior Apprentice Cabinetmaker.

This is a 4-year apprenticeship and all on-the-job and off-the-job training will be provided.

Experience is not required but a demonstrated commitment to the trade is essential.

Duties include manufacturing and installation of kitchens.

This is a full-time position to which Award wages apply; an immediate start is available.

Please forward your application to info@atep.org.au or via fax on 9583 4280.

Which statement is true from the advertisement?

- (a) This is a part-time job.
- (b) The job does not start for 4 years.
- (c) Applications can be emailed or faxed.
- (d) You must have had some experience in installing kitchens.

2. In which sentence is the underlined word INCORRECTLY spelt?

- (a) My friend was awarded a substancial pay rise.
- (b) The workers were congratulated for their achievements.
- (c) I had previously decided to visit my friend on Saturday night.
- (d) The team's performance in finishing the task was remarkable.

3. The word 'mind' has several meanings.

- 1. to look after: mind the baby
- 2. to be careful about: mind what you say
- 3. to object to: do you mind if I come too?
- 4. the element of the body that produces thoughts: he had made up his mind

Which meaning of 'mind' is used in the following sentence?

When walking on a slippery surface you have to mind your step.

- (a) 1
- (b) 2
- (c) 3
- (d) 4

4. Look at the Safety signs and symbols below. Write in the space provided what they mean.

Sign	Description
	
	
	
	

5. Read the following article and answer the questions that follow.

The range and types of computers available to the user is increasing. Today we can use desktops, towers, media centres, personal video recorders (PVRs), laptops, netbooks, ultrabooks, personal digital assistants (PDAs), tablets, pads, and smartphones, to mention a few.

This is leading to changes in the demand for different types of computers. Computer users find that as the capabilities increase, size, weight and the price decreases. For users, the ease of connecting to the Internet increases and the usefulness and desirability of the equipment alters.

A number of factors are driving change in the size of computers, including hardware miniaturisation, interface design, the speed, capacity and availability of data communications and price reduction as consequence of mass production and widespread adoption.

As a society we are realising that electronic equipment no longer has the useful life, or holds its value, as appliances bought thirty years ago did. The build quality, reliability, designed in obsolescence, unavailability of spare parts and cost of repairs has changed our attitude to computer hardware.

6. The information below is an extract is from page 630-631 of the *Australian Dangerous Goods Code, 7th Edition*. Use this information to answer the questions that follow.

Table 9.1 Incompatibility based on Classification

Goods are considered incompatible if, in this table, any of the following conditions are met:

- (a) the primary hazard of one is incompatible with the primary hazard of the other; or
- (b) the primary hazard of one is incompatible with a subsidiary risk of the other; or
- (c) a subsidiary risk of one is incompatible with a subsidiary risk of the other.

CLASS or DIVISION	1	2.1	2.2	2.3	3	4.1	4.2	4.3	5.1	5.2	6	7 (7)	8	9	Food or Food empties	Fire-risk substances or Combustible liquids
1 Explosives	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
2.1 Flammable gas	(1)	0	0 ⁽³⁾	0	0 ⁽²⁾	N	N	N	N	N	0	N	0	0	0	0
2.2 Non-flammable non-toxic gas	(1)	0 ⁽³⁾	0	0 ⁽⁴⁾	0	0	N	0	0	N	0	0	0	0	0	0
2.3 Toxic gas	(1)	0	0 ⁽⁴⁾	0	N	0	N	0	N	N	0	0	0	0	N ⁽⁸⁾	0
3 Flammable liquids	(1)	0 ⁽²⁾	0	N	0	0	N	0	N	N	0 ⁽⁶⁾	N	0	0	0	0
4.1 Flammable solids	(1)	N	0	0	0	0	N	0	N	N	0	N	0	0	0	0
4.2 Spontaneously combustible	(1)	N	N	N	N	N	0	0	N	N	0	N	0	0	0	0
4.3 Dangerous when wet	(1)	N	0	0	0	0	0	0	N	N	0	N	N	0	0	0
5.1 Oxidizing substances	(1)	N	0	N	N	N	N	N	0 ⁽⁶⁾	N	0 ⁽⁵⁾	N	N	0 ⁽⁵⁾	0	N
5.2 Organic peroxides	(1)	N	N	N	N	N	N	N	N	0	0 ⁽⁵⁾	N	N	0 ⁽⁵⁾	0	N
6 Toxic or Infectious substances	(1)	0	0	0	0 ⁽⁶⁾	0	0	0	0 ⁽⁵⁾	0 ⁽⁵⁾	0	0	0 ⁽⁶⁾	0	N ⁽⁸⁾	0
7 Radioactive material (7)	(1)	N	0	0	N	N	N	N	N	N	0	0	N	0	N ⁽⁸⁾	0
8 Corrosive substances	(1)	0	0	0	0	0	0	N	N	N	0 ⁽⁶⁾	N	0 ⁽⁶⁾	0	N ⁽⁸⁾	0
9 Miscellaneous dangerous goods	(1)	0	0	0	0	0	0	0	0 ⁽⁵⁾	0 ⁽⁵⁾	0	0	0	0	0	0

IN THIS TABLE:

- 0 means compatible unless a numbered exception applies.
- N means incompatible unless a numbered exception applies.

Exceptions:

- (1) Explosives are incompatible in transport with all other dangerous goods in all quantities except as provided in the Australian Explosives Code or, for Division 1.4S, where 9.1.2.2.2 applies.
- (2) Division 2.1 and Class 3 are incompatible in transport if both are in tanks or other receptacles with a capacity individually exceeding 500 L.
- (3) Division 2.1 is incompatible in transport with gases of Division 2.2 that have a subsidiary risk 5.1 except when all are packed in cylinders or pressure drums not exceeding 500 L capacity.
- (4) Division 2.3 is incompatible in transport with gases of Division 2.2 that have a subsidiary risk 5.1 except when all are packed in cylinders or pressure drums not exceeding 500 L capacity.
- (5) Class 5 is incompatible with those Class 6 or Class 9 materials that are fire-risk substances.
- (6) Some specific examples of these Classes or Divisions are incompatible —see Table 9.2.
- (7) See the Code of Practice for the Safe Transport of Radioactive Substances regarding the compatibility of Class 7 with undeveloped photographic film, personnel and mail.
- (8) Food and food packagings are incompatible with these classes in all quantities, except where 9.1.2.3 applies.

9.1.3 SPECIFIC EXAMPLES OF INCOMPATIBLE GOODS

Table 9.2 lists some examples of particular dangerous goods which are incompatible. The dangerous goods specified in an item in column 1 of Table 9.2 are incompatible with the dangerous goods specified in that item in column 2 of the Table.

Table 9.2 Examples of Particular Incompatible Dangerous Goods not identified in Table 9.1

Column 1 Dangerous Goods or Group of Dangerous Goods	Column 2 Goods Incompatible with Column 1 Group
-Ammonium nitrate	-Tetranitromethane -Dichloroisocyanuric acid -Trichloroisocyanuric acid -any: <ul style="list-style-type: none"> • bromate • chlorate • chlorite • hypochlorite • chloroisocyanurate • inorganic nitrite
-Calcium hypochlorite (Dry or Hydrated) and its mixtures	-Ammonium nitrate -Dichloroisocyanuric acid -Trichloroisocyanuric acid -any chloroisocyanurate
-Class 6	-Nitromethane
-Concentrated strong acids	-Concentrated strong alkalis
-Cyanide compounds	-Acids

(a) Can flammable liquids and toxic gases be loaded together for transport purposes?

(b) Which goods can spontaneously combustible material be safely carried with?

(c) To understand the Dangerous Goods Classification Table, which two Codes need to be referenced?

(d) Can trichloroisocyanuric acid be transported with ammonium nitrate?

(e) Can flammable gases and flammable liquids be transported together in a tank with a capacity of 400L?

(f) Who needs to be able to access this information?

(g) Can you suggest improvements to make the information easier to access?

5. The following text has ten (10) spelling errors. Correct the errors and list them in the order they appear in the text. List the mistakes below, as you find them.

It is everyone's responsibility to keep their workplace safe. Hazards can be items or situations that can ingure you. The best way to avoid hazards is to prevant them hapening in the first place. When using a computer it is the user's responsibillity to adjust the position of the computer screen, keybord, and mouse then ajust the chair to allow the operator to use the computer safeley and comfortably with there body in an aproprate ergonomic posture.

6. Given below is a poster by WorkSafe at www.worksafe.vic.gov.au/forklift.



In your own words explain what you think is meant by the following words that appear on poster –Forklifts and people don't mix.

Numeracy

1. Lee paid \$29.95 for a shirt. It was on sale at a 50% discount.

Which of the following is the best estimate for the original price of the shirt?

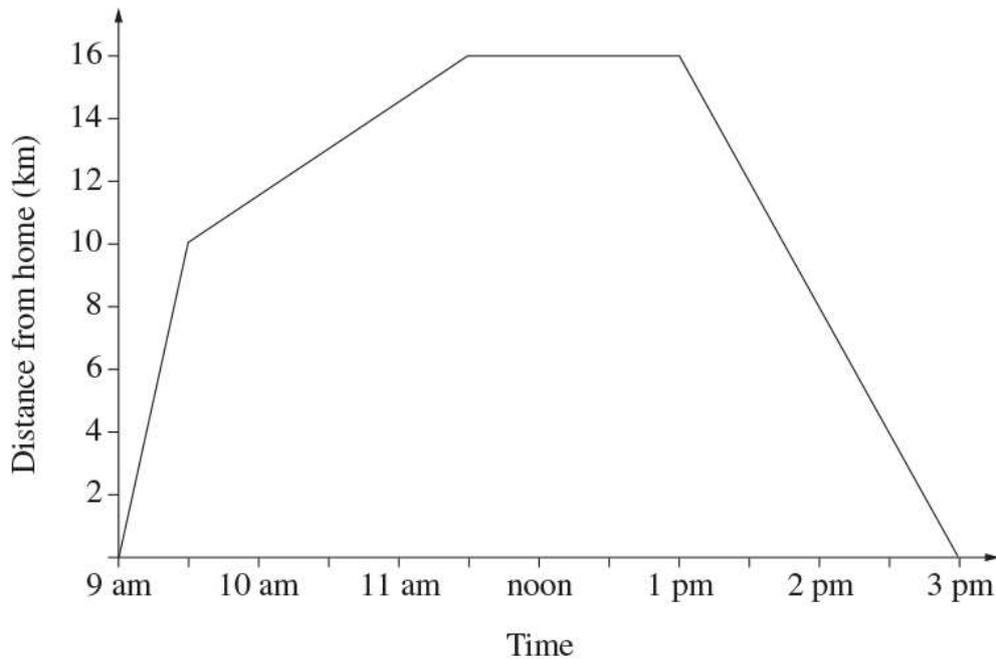
- (a) \$15
- (b) \$30
- (c) \$45
- (d) \$60

2. A helicopter flying north has turned clockwise through 225° .

In what direction is the helicopter now heading?

- (a) NE
- (b) NW
- (c) SE
- (d) SW

3. The graph shows the distance of a cyclist from home.



The cyclist was travelling most quickly between

- (a) 9 am and 9:30 am
- (b) 9:30 am and 11:30 am
- (c) 11:30 am and 1 pm
- (d) 1 pm and 3 pm

4. If you earn \$200 per week and budget for \$40 petrol, \$85 for food, \$25 for clothing and \$18 for entertainment each week, how much money can you save per week?

- (a) \$32
- (b) \$38
- (c) \$42
- (d) \$48

4. It takes $2\frac{1}{2}$ hours to type a 7-page report. It takes $1\frac{1}{4}$ hours to photocopy the 11 copies of the report.

How long did it take to complete the report?

- (a) 4 Hours
- (b) 3 Hours and 45 minutes
- (c) 2 Hours and 30 minutes

5. If there is currently \$139.50 petty cash in the tin how much do I need to withdraw from the bank to make \$200.00 in the tin?

- (a) \$60.50
- (b) \$67.50
- (c) \$63.50

6. If a 90ml drink has 2 parts milk and 1 part chocolate topping, how many mls of milk and chocolate topping is that?

- (a) 60 mls chocolate topping, 30 mls milk
- (b) 60 mls milk, 30 mls chocolate topping
- (c) 50 mls chocolate topping, 40 mls milk
- (d) 50 mls milk, 40 mls chocolate topping

7. Your pay rate is \$12 per hour. This week you worked the following hours:

Monday 1pm - 4pm

Tuesday 9am - 2pm

Wednesday Nil

Thursday 10am - 5pm

Friday Nil

How much will you receive in pay for the week?

- (a) \$135
- (b) \$120
- (c) \$180

8. A Tool supplier is having a sale, and you want to buy the cheapest Cordless Drill Kit available. Which set is the cheapest to buy after the reduction?

- (a) Cordless Drill Kit 1- 15% off the RRP of \$100
- (b) Cordless Drill Kit 2- RRP \$100, during the sale the price will be reduced by \$10
- (c) Cordless Drill Kit 3- on sale with $\frac{1}{3}$ off the RRP of \$120

9. Rohit runs an information technology consultancy that charges clients \$120 for the first hour, or part thereof, then \$2 per minute charged in 5 minute blocks for consultations, plus \$65 for written quotes.

How much income will the consultancy generate from each client? Where:

a. Client A has a two hour consultation.

b. Client B has a one and a half hour consultation.

c. Client C also has a one and a half hour consultation and requests a written quote

10. Which of the following represents the number 62,000,000,000 in scientific notation?

- (a) 62×10^{10}
- (b) 6.2×10^{10}
- (c) 6.2×10^{-10}
- (d) 0.62×10^{10}

Vocational Aptitude

Business and Management

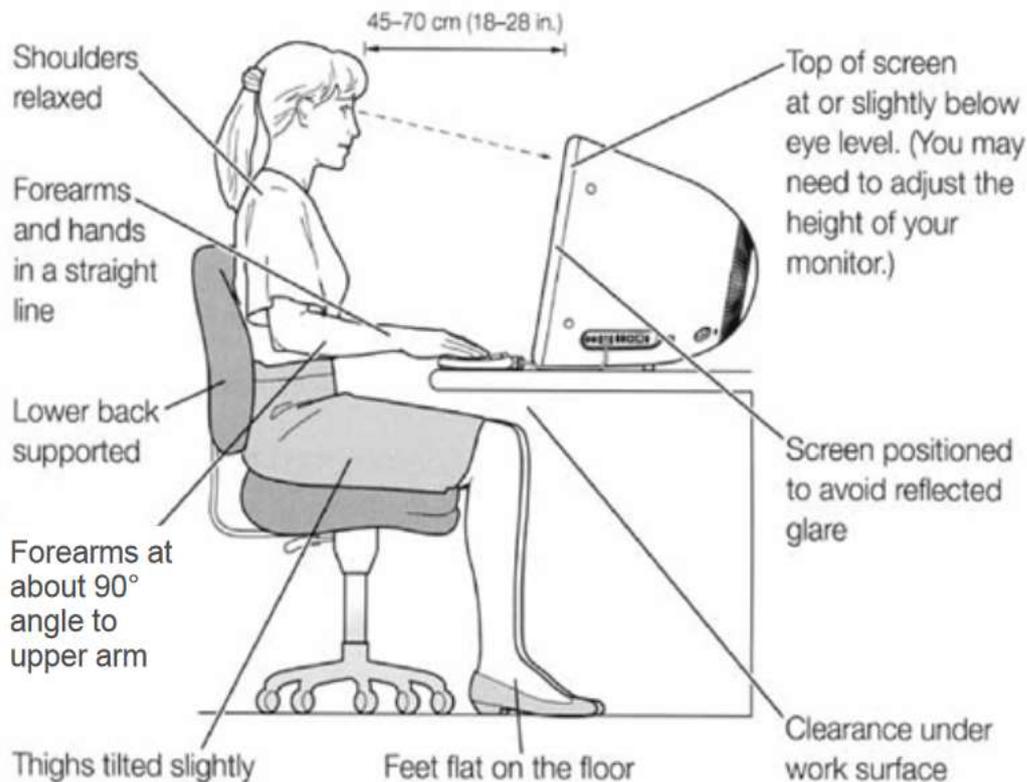
Complete this section only if you are applying to undertake a qualification in business or management.

1. Read the following article about ergonomics and answer the questions that follow.

Office Ergonomics

Ergonomics is at its core about "fitting work to people". It's the process of designing or arranging workplaces, products and systems so that they fit the people who use them. A well-designed workstation can eliminate some office health hazards. Elements of good design include the appropriate chair, lighting, noise level, screen, keyboard and document position.

The diagram below shows you how you should set up your workstation for maximum posture benefit.



The diagram below shows you how you should set up your workstation for maximum posture benefit.

- Top of the screen at or slightly below eye level.
- Distance from operator a minimum of 45cm, typically at an arm's length.
- Wrists should be a natural extension of the forearm, not angled up or down. Elbow relaxed.

Lower arm open approximately 90° to upper arm.

- Adjust the back rest to accommodate the normal curve of the lower spine.
- Keyboard placed flat at elbow level and if required a palm rest to support hands during rest.
- Thighs approximately parallel to the floor.

ASSESSOR USE ONLY

Consider the Applicant's responses to the questions in each of the indicator areas below. Use the Assessor's Guide to ACSF as indicators of each level, showing the characteristics of each level. The range of answers and characteristics for each of question is provided in the Assessor's Guide to this tool.

The scores are indicative only. It is up to the assessor to determine whether, based on the outcomes of this test, they believe the student could complete the course successfully or whether they may need additional support with some areas.

Using the responses and observations throughout the application of the tool, indicate the level noted for each ACSF area with a tick (✓).

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
LEARNING	<input type="checkbox"/> Identifies and approaches a more experienced worker for assistance Takes required materials to training/class Keeps list of frequently used words	<input type="checkbox"/> Discusses learning goals with supervisor and identifies possible strategies to achieve Arranges child care so can attend training course Uses key words and search engine to find information eg the oldest/biggest building in world	<input type="checkbox"/> Participates in quality improvement processes in the workplace, considering the priorities and commitments of self and others Develops and uses personal organisation systems such as files, notebooks, folders and checklists Negotiates professional development plan aligned with personal and workplace needs, and takes responsibility for organising the formal training component	<input type="checkbox"/> Actively seeks feedback from others as a way of improving performance (eg approaches peers, manager, customers) Uses a range of formal techniques to collaborate effectively with others to complete a multi-layered research task Keeps record of new technical terms or procedures encountered through independent study	<input type="checkbox"/> Critically reflects on extended research project, describes difficulties encountered, considers ways to improve performance and transfers insights to a new context Implements systematic action learning process to support learning during team project Evaluates workplace learning culture and pathways in relation to own need for further training and development

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
READING	<p>Recognises very short explicit pictorial texts, eg recognises safety symbols found on chemical containers Reads and follows simple, familiar work timetable or schedule of activities specific to own job Reads simple diagrams, eg hand drawn map of local area to locate public facilities such as schools, hospitals, bus stops</p>	<p>Follows touch screen instructions to search for information, eg locates specific shop in large shopping complex Locates specific information from a short text, eg a table of employee benefits, a pay slip, employment documentation, own job description, work update from staff memo Reads dials and scales on machinery/equipment, eg automatic weigher on packaging machine, temperature dials, counters, franking machine, sewing machine tension, air pressure gauge</p>	<p>Reads and responds to notices posted on chat rooms Reads and follows information presented in technical drawings, manuals and work instructions, patterns eg specifications for job, construction plans Uses 'help' facility on software program to find out how to format a text, eg brief report, contribution to workplace or community newsletter, emails to colleagues or to place orders, spreadsheets</p>	<p>Gathers information for research from a variety of sources and critically analyses and reviews these, eg newspapers, journal articles, internet sites, blogs Reads a complex diagram and text to identify components and procedures for dealing with a technical fault or breakdown Demonstrates understanding of text describing complex interrelationships of events, eg reads and reviews a report detailing a problem and steps taken to address it</p>	<p>Critically evaluates information on possible management courses as part of own performance appraisal review Follows a complex flow chart in order to identify and distil relevant information, eg tracks source of non-compliance through workplace process Identifies, analyses and evaluates information from a wide variety of sources, eg undertakes a task analysis in order to design and develop a training program for implementation in the workplace</p>

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
WRITING	<p>Writes routine, familiar workplace-specific vocabulary and abbreviations</p> <p>Types own personal details into a computer assisted learning program</p> <p>Uses calendar to record information related to community or public dates, e.g. class term dates, culturally significant celebrations</p>	<p>Creates a short report, eg describes previous English classes or other training course</p> <p>Writes a list of tasks to be completed by other members of the group, eg roster, action plan</p> <p>Writes a brief message for a fellow worker eg shift changeover note</p>	<p>Completes performance appraisal review form and identifies personal goals</p> <p>Writes clear sequenced instructions for routine/everyday context, eg prepares workplace timetable for start up and shut down procedures</p> <p>Uses email for day to day communication eg to work colleague, to teacher, to a friend</p>	<p>Writes clear and detailed instructions organised sequentially for members of a group in order to complete an activity, eg writes Standard Operating Procedure for a process involving several work stations, develops detailed flow chart to guide community development project</p> <p>Prepares data for team/group using graphs to compare production output over a period of time, and including suggested recommendations for improving production targets</p> <p>Uses software to prepare a report or presentation, eg PowerPoint, Flash</p>	<p>Writes an organisational plan based on task analysis, survey of participants, and financial information</p> <p>Writes a position paper or report based on analysis of data and consultations conducted with a range of stakeholders eg external and internal customer feedback on quality of service</p> <p>Designs a survey to accurately ascertain customer satisfaction levels and presents a process to evaluate responses</p>

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ORAL COMMUNICATION	<p></p> <p>Makes and responds to simple enquiries relevant to personal needs, eg asks about a training program advertised on the notice board; asks directions to toilets</p> <p>Listens to suggestions and participates in a negotiated group activity, eg comes to an agreement about a meeting place for a workplace function, class excursion, family picnic</p> <p>Expresses opinion in a short spoken exchange, eg indicates possible cause for machine failure</p>	<p></p> <p>Makes a telephone call and responds appropriately to questions which require basic personal details, eg makes an appointment at the community health centre</p> <p>Listens to short, explicit instruction to learn new procedures needed to complete a task, eg to use a piece of machinery in the workplace, use a computer program</p> <p>Participates in a face-to-face oral exchange, eg job interview, enquires about training opportunities, time of delivery/pick up</p>	<p></p> <p>Gives clear sequenced instructions of several steps, eg how to use a photocopier/CD player/, log on/log off computer</p> <p>Participates in an oral exchange requiring some negotiation, eg responds to specific enquiries, complaints, problems with clients or customers</p> <p>Listens to and notes specific information from an announcement such as emergency evacuation procedures</p>	<p></p> <p>Presents issue/agenda item in a class or workplace meeting, and furthers group understanding of relevant ideas through constructive engagement in subsequent discussion</p> <p>Compares the procedures used to complete tasks in discussions with colleagues/group members</p> <p>Actively participates in group discussion of new technology and subsequent changes to work, study, personal routines</p>	<p></p> <p>Listens and provides evaluative feedback at a training session on new procedures</p> <p>Explains technological concepts or scientific phenomena to an audience or work group unfamiliar with the concepts involved, using aids such as machine / equipment parts, photos, diagrams and scaled models</p> <p>Negotiates outcomes in discussions which embrace a range of potentially conflicting perspectives within an organisation, eg changes to work practices; formulation of mission statement</p>

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
NUMERACY	<p></p> <p>Estimates lengths of familiar objects using metric units, eg a person's height, lengths of fabric or lengths of wood used in everyday work Identifies and compares familiar items, their quantities, sizes and costs, eg checks weight and/or length of product against job ticket Uses calendar to record information related to community, workplace or public dates, eg class term dates, RDOs, culturally significant celebrations</p>	<p></p> <p>Calculates cost of two items and estimates change due after making a payment Records numbers or quantities of materials distributed or sales figures and data onto spreadsheet or familiar workplace computers or hand held devices Accesses and compares information contained in two-column tables, eg calculates postage and fees for certified mail</p>	<p></p> <p>Works in a group to undertake a simple survey and documents the results including at least one everyday or routine graph, eg a workplace survey of workers' OHS knowledge Uses appropriate technological devices to measure and record data and report and act on results, eg blood pressure machine, micrometer, temperature gauge Identifies and explains uses and application of shape in different contexts, eg use of 2D and 3D shapes in house or building construction</p>	<p></p> <p>Works in a team to plan and develop an operating budget for a task/project/activity including income/revenue from different sources, (eg government funding, membership fees, sales) and expenses (eg staffing, materials, marketing, overheads, travel, training, IT support) Uses a job or task description or set of instructions for making up a mixture based on ratios and selects, measures and makes up the mixture to any required amount correctly and according to OHS constraints (eg chemical spray, or industrial recipes) Interprets and uses ratios and scales to read and discuss the design and dimensions on the plan of a property in order to allocate working space and furniture, eg a building/workplace, a sports building/facility</p>	<p></p> <p>Researches and investigates statistical data gathered through individual research or experimentation, organises data into groups in a frequency table, represents data graphically, calculates and records measures of central tendency and spread and analyses and discusses the results including their relevance and impact on the topic of research/investigation Given particular financial constraints and personal/family requirements, investigates and analyses the options for where to best rent or buy a home or holiday house based on location, prices and availability and make recommendations including cost comparisons</p>

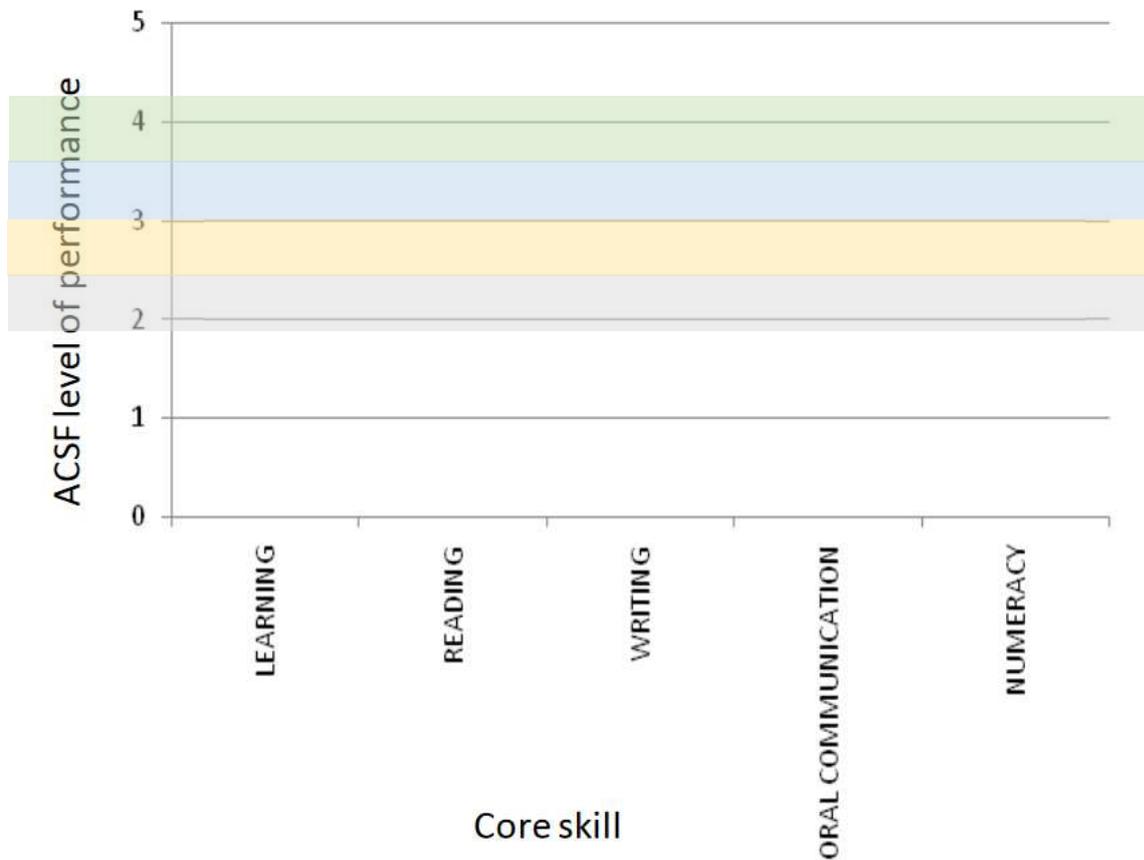
Learner Skills Summary

Using the tables above complete the table below:

Core skills	Summary of ACSF alignment of learner's skills (insert ✓)					Comments
	Level 1	Level 2	Level 3	Level 4	Level 5	
Learning						
Reading						
Writing						
Oral Communication						
Numeracy						

Spiky Profile

Complete on the graph below:



Key:

Core skills for entry to Advanced Diploma Level Qualification
Core skills for entry to Diploma Level Qualification
Core skills for entry to Certificate IV Level Qualification
Core skills for entry to Certificate III Level Qualification

Evaluation and Recommendations	Yes	No
Applicant name:		
Appropriate work experience and level of skill and ability to undertake a qualification at: <input type="checkbox"/> Certificate III <input type="checkbox"/> Certificate IV <input type="checkbox"/> Diploma <input type="checkbox"/> Advanced Diploma level		
Appropriate language, literacy and numeracy level to undertake a qualification at: <input type="checkbox"/> Certificate III <input type="checkbox"/> Certificate IV <input type="checkbox"/> Diploma <input type="checkbox"/> Advanced Diploma level		
Student requires additional LLN support to participate in the course		
Demonstrated vocational aptitude		
Student requires additional English, learning or other types of support to participate in the applied course		
The predicted student's capacity to benefit from this course is? <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent	n/a	n/a
Additional interviews or other pre-enrolment evaluation notes:		
Areas requiring assistance / Recommendations for support or adjustment:		
Other comments:		
Assessor's Recommendation:		
Enrolment to proceed <input type="checkbox"/> YES <input type="checkbox"/> NO		
Enrolment to proceed with adjustments <input type="checkbox"/> YES <input type="checkbox"/> NO		
Feedback provided to student <input type="checkbox"/> Date and method:		

Assessor Name _____ Signature _____ Date _____

