LANGUAGE, LITERACY & NUMERACY ASSESSMENT

LANGUAGE LITERACY & NUMERACY ASSESSMENT_ AQF 4

The following activities have been designed to assess your current level of language literacy and numeracy ability, providing valuable information on your readiness to commence training. Your participation will enable Gold Training to recommend the most suitable entry level for you to commence training. It will also identify any areas of additional support your trainer may be able to offer.

Instructions

- Complete the questions to the best of your ability
- Please return to your Trainer and Assessor, and discuss the results and any concerns you may have.

Participant Full Name:		
Participant Signature:		Date:
Course applied for:		
Assessor Name:		
Assessor Signature:		

Tell us about you

How well do you speak English?	☐ Very well ☐ Well ☐ Not well ☐ I don't speak English at all
What is the main language you speak at home?	☐ English ☐ Other, please specify:
Do you speak any other languages at home?	☐ No ☐ Yes, please specify:

What have you learnt recently? How did you learn it? Did you:

- read instructions
- ask somebody to demonstrate it to you first
- research it on the internet
- find something similar to what you required and then adapt it
- ask an expert to help you?

Think of a problem/issue that you recently solved. How did you solve it? Did you:

- use diagrams to help understand the problem
- work backwards from the problem to find a possible solution
- get a group of people together to work it out
- research newspaper articles
- look for information online
- speak to an expert in that area
- brainstorm it?

READING & WRITING – AQF 4

1) Please read the following article and then answer the questions below.

Articulating a team's vision is fundamental to developing a high performing team. It's the vision that motivates and directs a team to reach its goal.

The key to using vision successfully is making the process of discovering it, a participative one. You can tell a team what the vision is and team members may or may not agree that the cause is worth working hard for. If, however, a team is allowed to explore the vision, to see how their specific roles fit into the big picture, and are provided with meaningful opportunities for team members to assist in the team's success, then you have the basis for a high performing team.

The best teams invest a great deal of time and energy into exploring and understanding the overall purpose and vision of the team. From this vision, a set of goals and objectives emerges that helps a team stay focused and on track.

(Reference: Mindtools.com)

A) The article says that 'articulating a team's vision is fundamental to developing a high performing team'. What does the writer mean?

B) The article also says that the 'key to using vision successfully is making the process of discovering it, a participative one'. What does the writer mean?

C) **What are 3 suggestions that the writer makes which would give the group to give the opportunity to 'discover' the vision?**
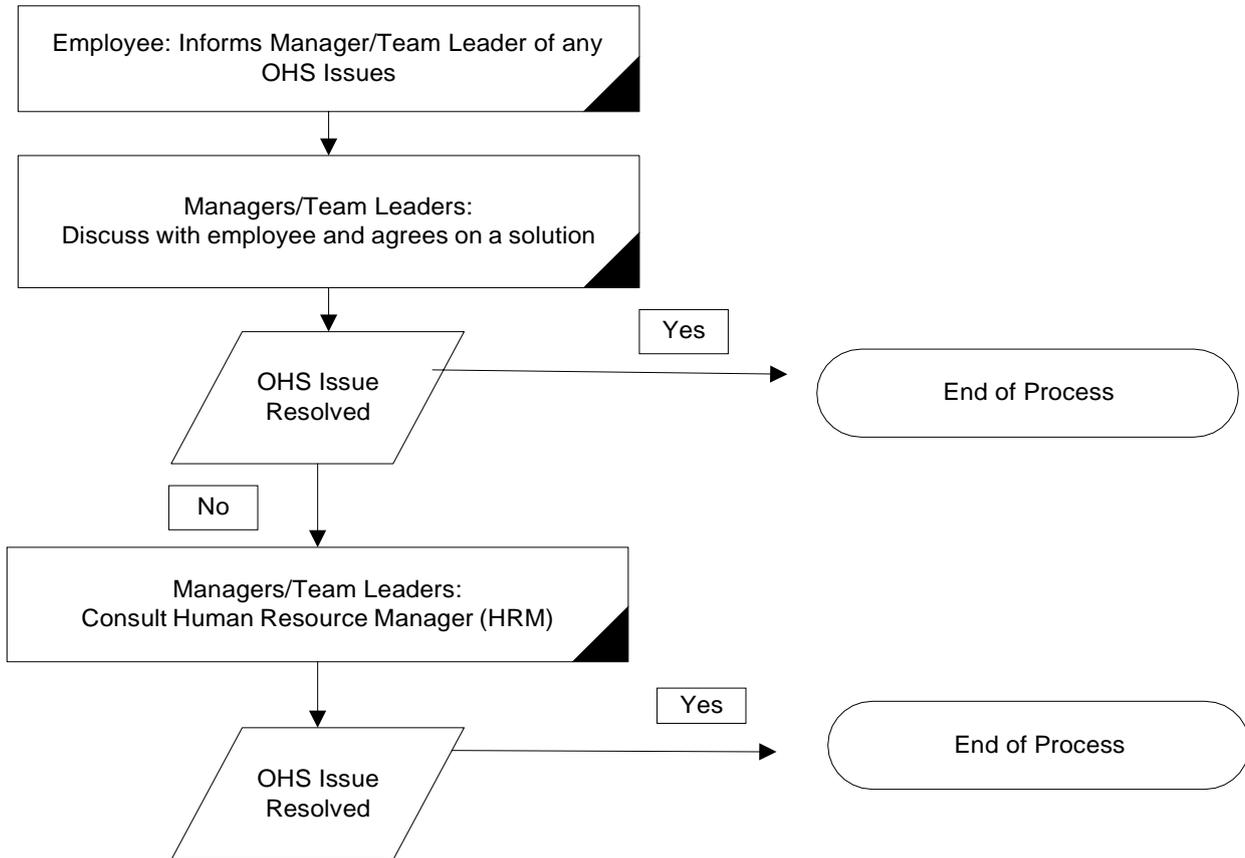
D) **Do you think the goals and objectives which have been developed froma vision, help a team stay focused on track?   Why? Or Why?**

2) The flowchart below describes the process BH Sapphire uses to resolve Occupational Health and Safety (OHS) issues. Using this flowchart, write the step-by-step procedure an employee of this organisation would need to follow to resolve any OHS issue identified.

You will need to write the procedure for two scenarios:

The OHS issue is resolved with the Managers/Team Leaders.

The OHS issue is resolved with the Human Resources Manager.

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┌─────────────────────────────────────┐
│ Employee: Informs Manager/Team      │
│ Leader of any OHS Issues            │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│ Managers/Team Leaders:              │
│ Discuss with employee and agrees    │
│ on a solution                       │
└─────────────────────────────────────┘
                  │
                  ▼
            ╱─────────────╲        Yes      ┌──────────────────────┐
           ╱  OHS Issue    ╲──────────────▶ │   End of Process      │
           ╲  Resolved     ╱               └──────────────────────┘
            ╲─────────────╱
                  │ No
                  ▼
┌─────────────────────────────────────┐
│ Managers/Team Leaders:              │
│ Consult Human Resource Manager (HRM)│
└─────────────────────────────────────┘
                  │
                  ▼
            ╱─────────────╲        Yes      ┌──────────────────────┐
           ╱  OHS Issue    ╲──────────────▶ │   End of Process      │
           ╲  Resolved     ╱               └──────────────────────┘
            ╲─────────────╱
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Scenario 1:

Scenario 2:

NUMERACY – AQF 4

Please read the following paragraph below and then answer the questions.

According to a survey conducted by iHR Australia, Australian management has some key skills gaps that need to be addressed to boost their bottom line and improve poor productivity. The People Development and Training Expenditure Survey received responses from 115 participants from a wide range of industry sectors.

96% of participants were Australian based and most were from companies that have 100+ employees with multi-site operations. A key finding of the survey was the challenges faced by people responsible for managing meetings and communicating with staff effectively.

(Reference: iHR Australia - www.ihraustralia.com)

1) **If 96% of the participants were Australian based, how many surveys did iHR receive responses from Australian workplaces?**

2) **What was the total number of surveys which were completed by International workplaces?**

3) An analysis of 6 of the items in the People Development and Training Expenditure Survey, reported the following data:

Item no.	Survey question	Response
1	Failure to define meeting purpose	54%
2	Failure to prepare an agenda	50%
3	No creation of action items or allocating them to staff	49%
4	Failure to prepare meeting documents	40%
5	Inability to empower staff	49%
6	Inability to give effective feedback (negative and positive)	86%

Please complete the following table using the above data:

Survey item	% of participants who reported these findings:	Number of respondents this % is equal to:	Number of respondents who did not report these findings:
Failure to define the purpose of the meeting			
Failure to prepare an agenda			
No creation of action items and allocating them to staff			
Failure to prepare meeting documents			
Inability to empower staff			
Inability to give effective feedback both negative and positive			

a) **Which survey item scored the greatest response?**

b) **Which survey item received the least response?**

c) If you were a team leader responsible for managing a team meeting and you received these results from the survey for the following items, what are 2 actions that you would take for each survey item to address the issues raised? (Refer to the table above.)

Item 4: Failure to prepare meeting documents.

Item 6: Inability to give effective feedback (negative and positive).

Do you think data that is collected and analysed from surveys like the iHR survey provides organisations with access to improving the performance of its employees? Give 2 reasons for your answer.

Assessor's use only

Student Name: _____

Assessors: Consider the student's responses to the questions in each of the indicator areas below. Use the Assessor's Guide to AQF level 4 as an indicator. 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, which level they believe the student could successfully complete the course they wish to enrol.

The use of this test does not remove the need to consult with a Language, Literacy and Numeracy specialist or external networks and agencies if and when required.

Oral communication level is to be assessed based on the discussions held in the initial interview/pre-training review session and questions 1–3.

Area	AQF Level	Notes
Oral communication and learning		
Reading level		
Writing level		
Numeracy level		

I have assessed the student's performance of the test against the performance indicators. Based on the results obtained, the student:

☐   **Has demonstrated they have the required level of LLN** to enable them to complete the following course successfully with minimal support in this area required.

_____ (Suggested course and entry study level)

☐   **Does not have a sufficient level of LLN skills** and may require extensive additional support to complete any course successfully. I am referring this student to be further assessed to determine the level of support that can be offered with possible referral to external agencies if and when required.

☐   **Has demonstrated they may require additional support with LLN** and I am able to provide this. The student and I will develop a support plan to ensure they are given the opportunity to develop their language, literacy and/or numeracy skills to enable them to complete the course the following course successfully:

_____ (This option requires a LLN strategy & support plan form