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# TAE50111 Diploma of Vocational Education and Training

TAEELN401A - Address adult language, literacy and numeracy skills

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## LANGUAGE, LITERACY AND NUMERACY (LLN)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

The Standards for NVR Registered Training Organisations (replaces the AQTF standards for RTOs) are the standards (known as SNR) guiding nationally consistent, high-quality training and assessment services in the vocational education and training (VET) system. (SNR can be downloaded from the Australian Skills Quality Authority (ASQA) website.)

Training organisations must develop a training and assessment strategy for all their training programs. The training and assessment approach adopted by RTOs must accord with the learner's needs, current workplace contexts and the requirements of the training package.

As a trainer and assessor you need to consider the:

- LLN skill levels of the learner
- LLN requirements of the training (this includes both the training benchmark or unit of competency, and your training strategies)
- LLN requirements of the workplace

Language, literacy and numeracy (LLN) are important in our lives. We use these differently, depending on the circumstances; speaking to family members and friends is different to speaking to an employer or work colleagues. Different literacy skills are required when reading a book compared to reading a company report.

<b>LANGUAGE</b>	<ul style="list-style-type: none"><li>• SPEAKING</li><li>• LISTENING</li><li>• SIGNING</li></ul>
<b>LITERACY</b>	<ul style="list-style-type: none"><li>• READING</li><li>• VIEWING</li><li>• WRITING</li></ul>
<b>NUMERACY</b>	<ul style="list-style-type: none"><li>• MATHEMATICAL CONCEPTS</li></ul>

### Language

Language commonly refers to spoken words. Language involves listening as well as using verbal and non-verbal forms of communication, such as gestures and body movements. Workplaces and industries can also have their own languages.

### Literacy

Literacy means the integration of listening, speaking, reading, writing and critical thinking. It incorporates numeracy and it includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different situations.

Although this definition of literacy encompasses spoken and written text as well as numeracy, in its more common usage, literacy refers to the ability to read and write. It is also the ability to use higher order skills of thinking about what is read in a written text, the background of the text and how the text is used.

### Numeracy

The knowledge and skills required to effectively manage and respond to the mathematical demands of work, education, social interaction and negotiation of everyday living.

Numeracy can be simple, basic number skills or complex spatial and graphical concepts and the use of measurement and problem-solving. It may also involve the use of literacy skills such as extracting mathematical information from written text.

The simple everyday tasks of counting money, calculating numbers, estimating weights and distances, and using measures of time require numeracy skills.

## **THE AUSTRALIAN CORE SKILLS FRAMEWORK (ACSF)**

The ACSF 2012 is a nationally endorsed framework that provides:

- a consistent national approach to the identification of the core LLN skills requirements in diverse work, training, personal and community contexts
- a common reference point for describing and discussing performance in the five core LLN skill areas.

As well as the LLN skills described above, it covers learning and reading skills.

### **Theoretical underpinnings**

In keeping with contemporary theory and practice and in order to provide the richest possible picture of performance, the ACSF is structured to reflect, as closely as possible, real life performance of the core skills across three domains - personal and community, workplace and employment, and education and training.

Key theoretical underpinnings and approaches behind the ACSF include:

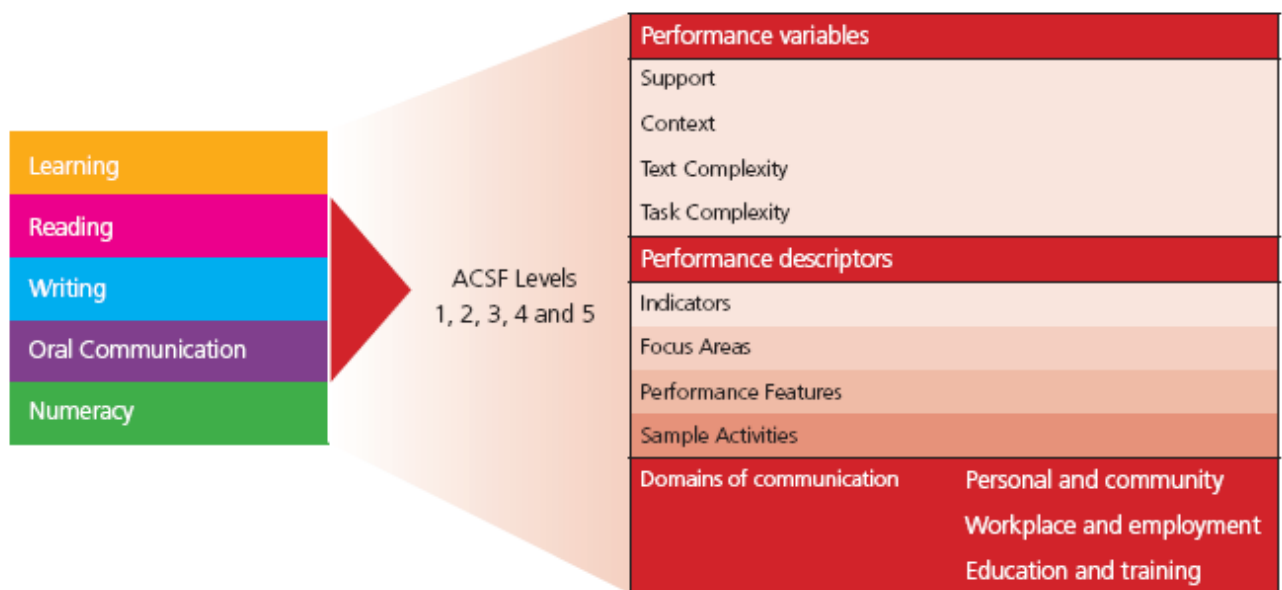
- a socio-linguistic and socio-constructivist view of core skills as complex social practices embedded in context, and influenced by purpose, audience and contextualised expectations and conventions (see Ivanic et al 2006, Lonsdale & McCurry 2004, McKenna & Fitzpatrick 2005, Skillen et al 1998, Tout & Johnston 1995)
- theories of adult learning, including a recognition that core skills are best learned within a context that the adult learner perceives to be relevant and important (see Brookfield 1995, Burns 1995, Casey et al 2006, Knowles 1980, Mackeracher 1996, Rogers 1996)
- a view of learning, reading, writing, speaking, listening and numeracy as interactive, constructive processes of meaning-making in which individuals can be seen to assume four roles - code breaker, text participant, text user and text analyst (see Luke & Freebody 1990, Johnston 1994)
- the components of task and text complexity and the variables that interact to determine the level of difficulty of information-processing tasks, including for mathematical tasks (see Kirsch & Mosenthal 1990, Kirsch 2001, Gal et al 2009)
- a progression style approach to core skills development as a person expands their understanding of, and control over, the processes involved, including an increasing awareness of an author or speaker's purpose and intended audiences, and of an individual's own purposes (see OECD 2002)
- a view that texts serve particular functions in a social context and that different texts have predictable language structures depending on their function
- a recognition of the key role played by digital technology in the creation of many kinds of texts, and in facilitating access to, and navigation of, texts
- a view that investment in human capital, economic and workforce outcomes through education and training opportunities directly support, and impact positively on, social capital outcomes for individuals and various target groups participating in core skills training and courses across Australia (see Barton 2002, Coulombe et al 2004, Hartley & Horne 2006).

## Guiding Principles

The design of the ACSF:-

- the core skills seen as discrete skills; however, their interrelationships are also critical
- the core skills are contextualised; each context in which individuals operate has its own core skills requirements, expectations and rules which need to be learned
- an individual's performance at any time will be influenced by the interplay of a number of variables described under Four performance variables.

In determining performance, the relevant Indicators are interpreted using the Focus Areas and Performance Features (Descriptors), in conjunction with the performance indicators.



Five core skills:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

Five levels of performance, ranging from 1 (low level performance) to 5 (high level performance), are used to measure each core skill.

Each level in each core skill is described in detail to enable consistent decisions to be made about an individual's performance at any point in time. The five levels of performance represent milestones along a continuum of performance.

Four performance variables may influence a person's performance at any time:

- support
- context
- text complexity
- task complexity

The levels of performance are described using:

- Indicators
- Focus Areas
- Performance Features
- Sample Activities

Three Domains of Communication also are used. These domains are broad contexts within each core skill:

- personal and community
- workplace and employment
- education and training

## Learning

LEARNING INDICATORS BY LEVEL		
Level	Indicator	
1	1.01	Demonstrates some awareness of self as a learner
	1.02	Takes first steps towards developing explicit learning strategies
2	2.01	Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process
	2.02	Applies a limited range of learning strategies in structured and familiar contexts
3	3.01	Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges
	3.02	Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts
4	4.01	Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process
	4.02	Adapts a range of familiar strategies to new contexts and experiments with new approaches
5	5.01	Self directs learning, actively designing and managing learning processes appropriate to the context
	5.02	Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning

## Reading

READING INDICATORS BY LEVEL		
Level	Indicator	
1	1.03	Identifies personally relevant information and ideas from texts on highly familiar topics
	1.04	Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts
2	2.03	Identifies and interprets relevant information and ideas from texts on familiar topics
	2.04	Uses a number of reading strategies to identify and interpret relevant information within familiar text types
3	3.03	Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types
	3.04	Selects and applies a range of reading strategies as appropriate to purpose and text type
4	4.03	Interprets and critically analyses complex texts
	4.04	Applies appropriate strategies to construct meaning from complex texts
5	5.03	Organises, evaluates and critiques ideas and information from a range of complex texts
	5.04	Draws on a broad range of strategies to build and maintain understanding throughout complex texts

## Writing

WRITING INDICATORS BY LEVEL		
Level	Indicator	
1	1.05	Conveys a simple idea, opinion, factual information or message in writing
	1.06	Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text
2	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
3	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
4	4.05	Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
	4.06	Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text
5	5.05	Generates complex written texts, demonstrating control over a broad range of writing styles and purposes
	5.06	Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning



## Oral communication

ORAL COMMUNICATION INDICATORS BY LEVEL		
Level	Indicator	
1	1.07	Gives or elicits basic information in a short, simple spoken context
	1.08	Listens for basic information in short, simple oral texts
2	2.07	Uses everyday language to provide information or maintain a conversation in familiar spoken contexts
	2.08	Listens for relevant information in oral texts across familiar contexts
3	3.07	Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts
	3.08	Derives meaning from a range of oral texts in familiar and some unfamiliar contexts
4	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
5	5.07	Establishes and maintains complex and effective spoken communication in a broad range of contexts
	5.08	Displays depth of understanding of complex oral texts which include multiple and unstated meanings

## Numeracy

NUMERACY INDICATORS BY LEVEL		
Level	Indicator	
1	1.09	Locates and recognises key mathematical information in simple activities or texts
	1.10	Uses simple mathematical and personal problem solving strategies in highly familiar contexts
	1.11	Uses everyday informal oral language or highly familiar written representation to communicate simple mathematical information
2	2.09	Identifies and comprehends relevant mathematical information in familiar activities or texts
	2.10	Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts
	2.11	Uses informal and some formal oral and written mathematical language and representation to communicate mathematically
3	3.09	Selects and interprets mathematical information that may be partly embedded in a range of familiar, and some less familiar, tasks and texts
	3.10	Selects from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts
	3.11	Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically
4	4.09	Extracts and evaluates the mathematical information embedded in a range of tasks and texts
	4.10	Selects from, and applies, an expanding range of mathematical and problem solving strategies in a range of contexts
	4.11	Uses a range of informal and formal oral and written mathematical language and symbols to communicate mathematically
5	5.09	Analyses and synthesises highly embedded mathematical information in a broad range of tasks and texts
	5.10	Selects from, and flexibly applies, a wide range of highly developed mathematical and problem solving strategies and techniques in a broad range of contexts
	5.11	Uses a wide range of mainly formal, and some informal, oral and written mathematical language and representation to communicate mathematically

Source: DEEWR, 2012, *Australian Core Skills Framework*, Commonwealth of Australia

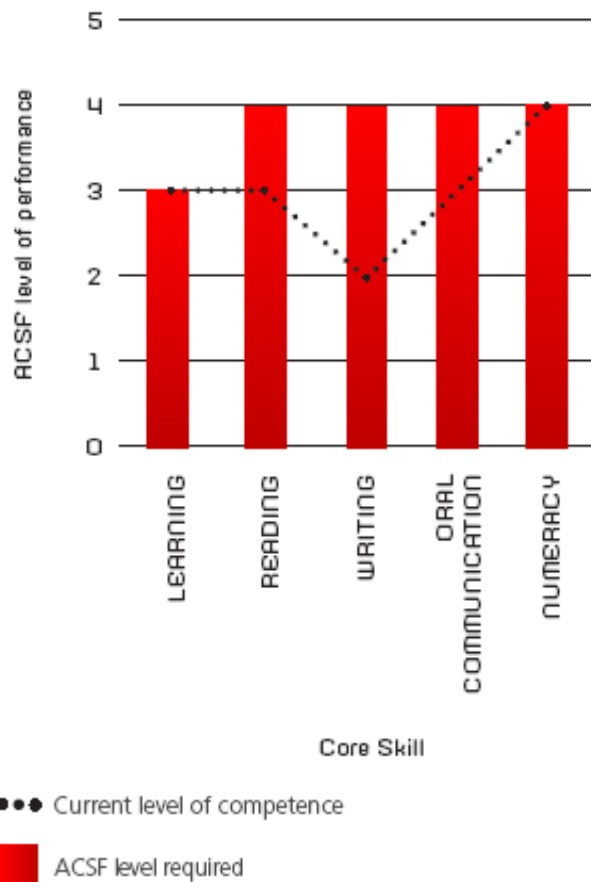
## ACSF LEARNER PROFILE

### Spiky profiles

The ACSF recognises that an individual may be operating across different levels within a core skill, demonstrating some Performance Features across two or more levels, or performing more strongly in one Domain of Communication than in another. It is also likely that an individual will not perform at the same ACSF level across all five core skills. This can be captured visually in what is called a 'spiky profile' (Bateson 2001).

Using the ACSF, an individual's performance across the five core skills can be benchmarked and a spiky profile constructed. This provides valuable information about an individual's areas of strength and specifically identifies any areas where further training could be beneficial.

Each skill is described through a series of indicators. A person's level of performance is determined by whether he or she can demonstrate competence in each of the indicators at that particular level.

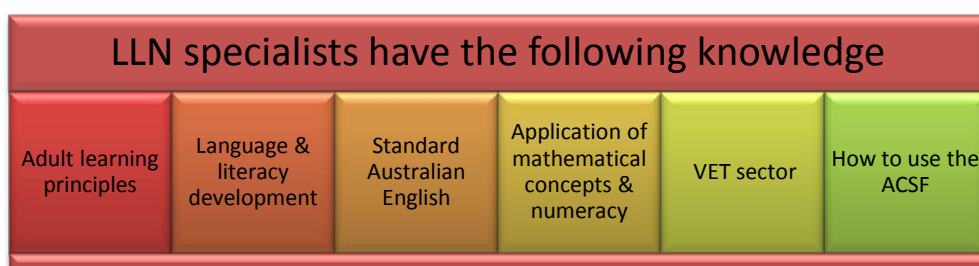


## LLN SPECIALIST

LLN specialists know a great deal about the acquisition and function of language skills, developmental issues in learning, and learning difficulties, but cannot know all the intricacies of every vocational area. Vocational trainers know a lot about the vocational area, training packages and qualifications, and their application in an industry setting, but may have limited LLN expertise.

Collaborating with a specialist LLN practitioner can provide you with support in knowing what to do in particular circumstances, along with essential support for your learners.

Remember that under the AQTF it is essential that all learners be provided with support for language, literacy and numeracy if required.



LLN specialist assistance may include the following:

- Conducting validated LLN assessment
- Assistance with development of appropriate curriculum and materials
- Specialist consultants
- Team teaching
- Mentoring
- Referrals

### **Type of Help**

- One-on-one LLN tuition delivered by a specialist
- Small group LLN support training delivered by a specialist
- Team teaching
- Language expert working alone model

#### **One-on-one LLN tuition delivered by a specialist**

Where learners have very specific and intensive needs, one-to-one tuition may be necessary to support them in learning. But this only works well when what they are learning is linked directly to the skills they need in their main vocational training. Close collaboration, ongoing communication and liaison between the trainer and the LLN specialist will be a critical factor in the learner succeeding in both segregated and mainstream training. One of the main negatives of this model is that learners can experience isolation and low self-esteem from being singled out in this way. One-to-one tuition is also expensive to deliver.

#### **Small group LLN support training delivered by a specialist**

Where the LLN needs of learners are identified as being beyond the scope of intervention by the trainer, more intensive, separate LLN training may be required. However, this is not a 'send them off to get fixed up' solution; the content and delivery of the separate training needs to be developed in close cooperation with the trainer. It is very important that learners continue in mainstream training where possible while participating in the separate LLN support at another time. It is unlikely that segregated training will 'fix' learners. The two skill sets need to be developing concurrently. The programs need to be carefully coordinated so that development of LLN skills enhances learners' vocational competencies.

#### **Team teaching**

In the team teaching model, the two trainers (content expert and LLN specialist) meet before each session to discuss their learning plan and integrate their content material. The LLN support is delivered to the whole group in a team teaching situation with both content expert and LLN expert present. The learners then have access to both sets of expertise as they learn. It can be expensive to deliver training this way but the professional development advantages should be considered in the cost benefit analysis. Experience has shown that LLN support is only feasible when both trainer and specialist are committed to the model and care needs to be taken that learners with very specific LLN needs are targeted.

It is necessary to be aware of the particular problems that people with low levels of literacy may have. In this case, many of these employees perform their jobs well and may have hidden their low level LLN skills from their employer, not wishing this difficulty to be made public. In such cases the issue of confidentiality arises.

#### **Language expert working alone model**

If there is a stand-alone unit of competency on communication skills in the course you are delivering, you may need to call in an LLN specialist to deliver that unit. The role of the specialist would be to assess the level of

communication skills of your learners and to devise an LLN delivery program that will address the unit of competency.

Explore the options that you have for accessing LLN specialist skills. Explore:

- options within your organisation
- professional networks

Depending on the size and configuration of your training organisation, you will have differing resources available to you.

You should clarify these by drawing on the policies, protocols or guidelines covering LLN within your training organisation.

Large training organisations often incorporate a department that employs a number of specialist LLN practitioners to deliver programs that focus on the development of core LLN skills.

Other organisations may have a particular staff member who has specialist LLN knowledge; they may employ contract specialist staff as required, sometimes through specialist funding programs.

## **USING THE ACSF**

Assessment of skills against the ACSF allows an assessor to identify an individual's skill levels, and to pinpoint particular aspects of need. This assessment can then be compared to the levels required of a training program (or unit or qualification), or workplace task. Identified gaps can be addressed in various ways; for example, bridging courses, specialist practitioner support, or activities provided by a vocational trainer with knowledge of developing core LLN skills.

### **Demand made by trainers**

Trainers often place core LLN demands on learners without realising. There are many examples where trainers ask learners to go home and read up on various topics, or to access complex information. Often these tasks are not requirements of the workplace in which the learners will work, and so it is not always necessary that learners need to be able to carry out such core LLN tasks. For example, a learner who is participating in training to carry out a manual task will need to read simple instructions and understand health and safety requirements. To ask a learner to read a lot of dense text about something that is not closely related to that task is unreasonable. Likewise, to assess a manual task by asking a learner to write about what they would do (rather than do it, or answer oral questions about it) may also be unreasonable.

**Activity 1 (part of the assessment task and must be submitted)**

Consider the training strategies you use with your learners. For example do you ask learners to read particular documents, give presentations, answer written questions?

List the training strategies you use below in the left column.

Training strategies	Select which Core LLN skill applies ( <i>Learning, reading, writing, oral communication, or numeracy.</i> )	Choose an appropriate Indicator level. ( <i>Each skill has two indicators, except for numeracy which has three.</i> )
Eg Reading notes	Reading	4.03

## LLN IN QUALIFICATION AND UNIT

Training specifications outline the overall content of the training and the outcomes to be achieved.

The ACSF will refer to a training specification; this will refer to the qualification (examples as provided here) and individual units of competency. We need be more consultative in terms of the skill and accordant levels required of the qualification as well as in the units of competence.

### Process to identify LLN levels in a qualification/unit

When a qualification is being delivered, an analysis of all the units is necessary to determine the minimum LLN core skills.

1. Obtain the core units for the qualification.
2. Consider the relevant or appropriate workplace documentation: forms, policies, procedures and so on.
3. Find the employability skills summary for the qualification (if no summary, analyse the employability skills for each unit).
4. Locate the ACSF skills that apply to the qualification.
5. Go through each component for each core unit and underline the key words that indicate each of the core skills.
6. Find the section in the ACSF with sample activities for each core skill at each level and find descriptions that most closely match the activities found in your units. This gives you an idea of the ACSF level.
7. Match the activities to the indicators in the ACSF.

Trainers need to be able to identify the LLN core skills in each component of a unit of competency. The different components hold different information about LLN.

The core LLN skills required can be determined by careful examination of:

- the unit title
- the elements
- the performance criteria
- the range statement
- the required skills and knowledge
- the evidence guide
- the assessment guidelines

The table below lists words that will help identify where the learning, reading, writing, oral communication or numeracy skills exist in a unit. The words in this list can represent more than one core skill. When this is the case, you will then need to think about how the skill applies in the workplace.

Learning	<ul style="list-style-type: none"> <li>organise and monitor progress</li> <li>apply a range of mediums to learn</li> <li>apply planning and organising skills</li> <li>clarify meaning or advice</li> <li>follow instructions</li> <li>take follow-up action</li> <li>identify and access information sources</li> </ul>	<ul style="list-style-type: none"> <li>select from processes</li> <li>transfer skills and knowledge</li> <li>organise and make connections</li> <li>organise ideas</li> <li>select from a range of strategies</li> <li>build on prior knowledge</li> <li>critically evaluate</li> <li>compare and contrast.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>apply legislative, organisation and site requirements and procedures</li> <li>according to policies and procedures</li> <li>according to signage, codes and labels</li> <li>analyse</li> <li>appropriate documentation</li> <li>check</li> </ul>	<ul style="list-style-type: none"> <li>comply with directions</li> <li>follow written procedures</li> <li>identify</li> <li>interpret and monitor</li> <li>legislation</li> <li>obtain information from written instructions</li> <li>understand</li> <li>written reporting.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>articulate</li> <li>chart</li> <li>complete reports</li> <li>document</li> <li>format</li> <li>identify</li> <li>inventory</li> <li>label</li> <li>maintain records</li> </ul>	<ul style="list-style-type: none"> <li>monitor</li> <li>obtain permits</li> <li>notes</li> <li>outline</li> <li>record data</li> <li>report</li> <li>tag out</li> <li>written reporting.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>access relevant information</li> <li>recognise and respond to alarms</li> <li>articulate</li> <li>allocate</li> <li>clarify</li> <li>conduct a meeting</li> <li>contribute</li> <li>deliver</li> <li>discuss</li> <li>explain</li> <li>feedback</li> <li>follow verbal instructions or procedures</li> </ul>	<ul style="list-style-type: none"> <li>identify</li> <li>inform</li> <li>liaise</li> <li>make suggestions</li> <li>monitor</li> <li>negotiate</li> <li>refer to</li> <li>relate</li> <li>supervise</li> <li>team discussions</li> <li>use questions</li> <li>verbal reporting.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>interpret site plans</li> <li>according to signage</li> <li>adjust</li> <li>allowance</li> <li>analyse</li> <li>calculate</li> <li>collect data</li> <li>computations</li> <li>convert</li> <li>determine value</li> <li>directions</li> <li>estimate</li> </ul>	<ul style="list-style-type: none"> <li>estimate</li> <li>formula</li> <li>interpret charts and graphs</li> <li>levels</li> <li>measuring techniques</li> <li>perform</li> <li>proportion</li> <li>size</li> <li>time</li> <li>tolerance.</li> </ul>



Think about what this means in a training context. Compliance documentation can include documents such as policies, procedures and legislation. Sometimes these types of documents are difficult to engage with, particularly within lower AQF level programs. Within lower AQF level programs, it's important that learners at lower levels understand the intent

Reading plans is a skill that may need to be scaffolded for learners – assist with recognising shapes and symbols, aerial views, across and down measurements, abbreviations, directions, orientations, etc.

verbal or written, and could vary from completing a checklist to writing written reports with an introduction, body and conclusion. In your training situation, what types of reports are required of

RIIOHS201A	Work safely and follow OHS policies and procedures
Unit descriptor	This unit covers working safely and follow OHS policies and procedures in resources and infrastructure industries. It includes accessing and applying site safety procedures; applying personal safety measures and operational safety measures; maintaining personal wellbeing for job; and identifying and reporting incidents.
ELEMENT	PERFORMANCE CRITERIA
1. Access and apply site safety procedures	<p>1.1. Access, interpret and apply <b>compliance documentation</b> relevant to working safely and <b>follow OHS policies and procedures</b></p> <p>1.2. Carry out isolation of energy sources and immobilisation of potential energy sources, including <b>tagging according to required procedure</b></p> <p>1.3. Locate destinations within the site <b>by interpreting and applying site plans, transport rules and signage</b></p> <p>1.4. Identify and act on or report breaches in site safety <b>in accordance with required procedures</b></p>
2. Apply personal safety measures	<p>2.1. Use personal protective equipment <b>in accordance with required procedures</b></p> <p>2.2. Establish and maintain a clean and tidy safe working area <b>in accordance with required procedures</b></p> <p>2.3. <b>Obtain permits and clearances in accordance with required procedures</b>, before specialised work is carried out</p> <p>2.4. Apply safe manual handling <b>procedures in accordance with guidance</b> and/or procedures</p> <p>2.5. <b>Identify and apply site procedures</b> for conduct of high-risk activities</p>
3. Apply operational safety measures	<p>3.1. <b>Recognise and respond to alarms</b> in accordance with required <b>procedures</b></p> <p>3.2. Identify and clarify own responsibility in regard to <b>emergency situation procedures</b> and respond to and <b>report</b> emergency situations <b>in accordance required procedures</b></p> <p>3.3. Apply basic fire fighting techniques in accordance with <b>requirements</b></p> <p>3.4. Identify emergency escape route/s and <b>procedures</b> in accordance with <b>requirements</b></p>
4. maintain personal wellbeing for job	<p>4.1. Identify risks to personal wellbeing and recognise preventative strategies to minimise impact on site</p> <p>4.2. Identify, act on and <b>report situations</b> which may endanger the individuals or others</p> <p>4.3. <b>Access and explain site requirements</b> for fitness for duty</p> <p>4.4. <b>Adhere to site policies</b> in relation to smoking, alcohol and drug use</p>

Teamwork requires particular communication skills – listening, awareness of others' needs, responding to others' needs, contributing a point of view, etc

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the required skill and knowledge for this unit

### Required skills:

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to work safely and follow OHS policies and procedures:

- apply legislative, organisation and site requirements and procedures for working safely
- source, interpret and apply safety information
- use and care of personal protective equipment
- apply safe lifting and handling techniques
- implement work place reporting procedures
- communicate clearly and directly, listening carefully to instructions and information, responding to and clarifying directions
- apply **team work** to a range of situations, particularly in a safety context
- solve problems, particularly in teams and in dealing practically with safety issues such as recognising and responding to alarms
- show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work areas and in choosing appropriate personal protective equipment for each context
- manage time, particularly in organising priorities and planning work
- take responsibility for self organisation of work priorities to follow site safe work procedures
- apply a range of mediums to learn
- apply and use appropriate technology in a safety context.

### Required knowledge:

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit maybe used. This includes knowledge of the following, as required to work safely and follow OHS policies and procedures:

- equipment safety requirements
- personal protective equipment●
- hazardous substances procedures and handling techniques
- materials safety data sheets (MSDS) information and its application
- isolation procedures
- lifting techniques, including for both manual and automated lifting
- OHS procedures
- primary and secondary ventilation
- site safety requirements and procedures
- participative procedures for work place management of others (e.g. consultation, safety representatives, committees, dispute resolution)
- potential biological effects (e.g. circadian rhythms, sleep, alertness, fatigue, stress, effects of heat stress and hypothermia)
- drug and alcohol policy
- use of emergency equipment
- basic fire fighting techniques.

Source: TAELN401A Address adult language, literacy and numeracy skills © 2011 Innovation and Business Industry Skills Council Ltd

## Activity 2 – Qualification (part of the assessment task and must be submitted)

Complete the following tables by referring to Appendix 1 and 2 for the Certificate II in Business and the unit of competency BSBCMM201A - Communicate in the workplace.

<b>Employability Skills and the ACSF</b> <b>Certificate II in Business</b>		
<b>Employability Skill:</b>	<b>Aspect:</b>	<b>ACSF core skill: Determine what ACSF core skill would apply for each employability skill</b>
Communication	<ul style="list-style-type: none"> <li>communicating verbally with clients and colleagues</li> <li>drafting routine correspondence that meets the organisational standards of style, format and accuracy</li> </ul>	
Teamwork	<ul style="list-style-type: none"> <li>working in a team environment to promote team commitment and cooperation</li> </ul>	
Problem-solving	<ul style="list-style-type: none"> <li>choosing appropriate methods for communication and transferring information</li> <li>dealing with client enquiries and complaints</li> </ul>	
Initiative and enterprise	<ul style="list-style-type: none"> <li>raising occupational health and safety issues with designated personnel</li> </ul>	
Planning and organising	<ul style="list-style-type: none"> <li>planning and organising own work schedule for the day</li> <li>planning the layout of simple documents using appropriate software</li> </ul>	
Self-management	<ul style="list-style-type: none"> <li>dealing sensitively with client needs, family and individual differences</li> <li>obtaining feedback on work performance and identifying opportunities for improvement</li> </ul>	
Learning	<ul style="list-style-type: none"> <li>encouraging, acknowledging and acting on constructive feedback from team members</li> <li>using manuals, training booklets and online help to overcome difficulties</li> </ul>	
	<ul style="list-style-type: none"> <li>selecting, maintaining and using business technology appropriate to the task</li> </ul>	
Technology	<ul style="list-style-type: none"> <li>selecting, maintaining and using business technology appropriate to the task</li> </ul>	

**Activity 3 – Unit (part of the assessment task and must be submitted)**

<b>LLN Key Word Chart – BSBCMM201A</b> <b>Analyse the <u>Elements</u> and <u>Performance Criteria</u> for key words</b>				
Reading	Writing	Oral Communication	Numeracy	Learning

<b>LLN Key Word Chart – BSBCMM201A</b> <b>Analyse the <u>Range Statement</u> for key words</b>				
Reading	Writing	Oral Communication	Numeracy	Learning

<b>BSBCMM201A Communicate in the workplace</b> <b>LLN in the <u>Required Skills and knowledge</u></b>	
<b><i>Required Skills</i></b>	<b><i>ACSF Core Skills</i></b>
communication skills to request advice, to receive feedback and to work with a team	
culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities	
literacy skills to identify work requirements, and to understand and process basic workplace documentation	
organisational skills to plan work priorities and arrangements	
technology skills to select and use technology appropriate to communication tasks	

## APPENDIX

### BSB20107 Certificate II in Business

## Modification History

Release	Comments
Release 2	New release of this Qualification released with <i>version 6 of BSB07 Business Services Training Package</i> . <ul style="list-style-type: none"><li>Elective unit FNSICGEN305B replaced with FNSACC301A</li></ul>

## Description

### Descriptor

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

### Job Roles

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist.

## Pathways Information

### Qualification Pathways

#### *Entry requirements*

There are no entry requirements for this qualification.

#### *Pathways into the qualification*

Preferred pathways for candidates considering this qualification include:

- BSB10107 Certificate I in Business or other relevant qualification/s
- OR
- with vocational experience assisting in a range of work settings without a formal business qualification

#### *Pathways from the qualification*

After achieving this qualification candidates may undertake:

BSB30107 Certificate III in Business.

## Licensing/Regulatory Information

### Licensing, Legislative, Regulatory or Certification Considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

## Entry Requirements

Not applicable.

## Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
<b>Qualification Code and Title</b>  The following table contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> <li>communicating verbally with clients and colleagues</li> <li>drafting routine correspondence that meets the organisational standards of style, format and accuracy</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>working in a team environment to promote team commitment and cooperation</li> </ul>
Problem-solving	<ul style="list-style-type: none"> <li>choosing appropriate methods for communication and transferring information</li> <li>dealing with client enquiries and complaints</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>raising occupational health and safety issues with designated personnel</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>planning and organising own work schedule for the day</li> <li>planning the layout of simple documents using appropriate software</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>dealing sensitively with client needs and cultural, family and individual differences</li> <li>obtaining feedback on work performance and identifying opportunities for improvement</li> </ul>
Learning	<ul style="list-style-type: none"> <li>encouraging, acknowledging and acting on constructive feedback from team members</li> <li>using manuals, training booklets and online help to overcome difficulties</li> </ul>
Technology	<ul style="list-style-type: none"> <li>selecting, maintaining and using business technology appropriate to the task</li> </ul>

## Packaging Rules

**Total number of units = 12**

**1 core unit** plus

**11 elective** units

**7 elective units** must be selected from the elective units listed below.

The remaining **4 elective units** may be selected from the elective units listed below, or any currently endorsed Training Package or accredited course at the same qualification level. If not listed below **2** of the **4 elective units**

may be selected from either a Certificate I or a Certificate III qualification.

Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

**Core unit**

**Occupational Health and Safety**

BSBOHS201A Participate in OHS processes Unit code Unit title

**Elective units**

**Customer Service**

BSBCUS201B Deliver a service to customers

**Industry Context**

BSBIND201A Work effectively in a business environment

**Information Management**

BSBINM201A Process and maintain workplace information

BSBINM202A Handle mail

**Innovation**

BSBINN201A Contribute to workplace innovation

**Interpersonal Communication**

BSBCMM201A Communicate in the workplace

**IT Use**

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU203A Communicate electronically

**Small and Micro Business**

BSBSMB201A Identify suitability for micro business

**Sustainability**

BSBSUS201A Participate in environmentally sustainable work practices

**Workplace Effectiveness**

BSBWOR202A Organise and complete daily work activities

BSBWOR203B Work effectively with others

BSBWOR204A Use business technology

**Imported Units**

FNSACC301A Process financial transactions and extract interim reports

## Unit Grid

BSBCMM201A Communicate in the workplace

BSBCUS201B Deliver a service to customers

BSBIND201A Work effectively in a business environment

BSBINM201A Process and maintain workplace information

BSBINM202A Handle mail

BSBINN201A Contribute to workplace innovation

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU203A Communicate electronically

BSBOHS201A Participate in OHS processes

BSBSMB201A Identify suitability for micro business



BSBSUS201A Participate in environmentally sustainable work practices  
BSBWOR202A Organise and complete daily work activities  
BSBWOR203B Work effectively with others  
BSBWOR204A Use business technology  
FNSACC301A Process financial transactions and extract interim reports

## BSBCMM201A Communicate in the workplace

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non verbal communication in a defined context under direct supervision or with limited individual responsibility.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>	

### Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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### Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1. Collect information to achieve work responsibilities from appropriate sources 1.2. Use method/s and/or <b>equipment</b> to communicate appropriate ideas and information to the audience 1.3. Use effective listening and speaking skills in <b>verbal communication</b> 1.4. Seek input from internal and external sources to develop and refine new ideas and approaches 1.5. Respond to instructions or enquiries promptly and in accordance with <b>organisational requirements</b>
2. Complete workplace documentation and correspondence	2.1. Present <b>written information</b> and ideas in clear and concise language to ensure the intended meaning of <b>correspondence</b> is understood by recipient 2.2. Draft and present correspondence within designated time lines 2.3. Ensure presentation of written information meets organisational <b>standards</b> of style, format and accuracy 2.4. Complete workplace forms and documentation in a clear, concise and easy to read format
3. Communicate in a way that responds positively to individual differences	3.1. Value all individuals and treat them with respect, courtesy and sensitivity 3.2. Take into consideration cultural differences in all verbal and non-verbal communication 3.3. Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4. Make efforts to use basic strategies to overcome language barriers 3.5. Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols

## Required Skills and Knowledge

<b>REQUIRED SKILLS AND KNOWLEDGE</b>
This section describes the skills and knowledge required for this unit.
<b>Required skills</b>
<ul style="list-style-type: none"> <li>communication skills to request advice, to receive feedback and to work with a team</li> <li>culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>literacy skills to identify work requirements, and to understand and process basic workplace documentation</li> <li>organisational skills to plan work priorities and arrangements</li> <li>technology skills to select and use technology appropriate to communication tasks.</li> </ul>
<b>Required knowledge</b>

## REQUIRED SKILLS AND KNOWLEDGE

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially style guide
- spelling, grammar and punctuation.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using communication methods appropriate to the audience
- producing clear, concise and correct written communication
- providing prompt responses to requests for information
- knowledge of relevant legislation.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of workplace documents, including policies and procedures relating to communication.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of written information and ideas
- demonstration of techniques
- observation of presentations
- review of correspondence and completed workplace forms and documentation
- assessment of presentation of written information.

#### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other general administration units.

## Range Statement

<b>RANGE STATEMENT</b>	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Communication <b>equipment</b> may include:	<ul style="list-style-type: none"> <li>• facsimile machines</li> <li>• information technology components including hardware, software and communication packages</li> <li>• keyboard equipment including mouse, touchpad, keyboard</li> <li>• network systems</li> <li>• pens, pencils</li> <li>• telephones</li> </ul>
<b>Verbal communication</b> may include:	<ul style="list-style-type: none"> <li>• answering enquiries from clients</li> <li>• answering telephone calls</li> <li>• informal discussions</li> <li>• requests from colleagues</li> <li>• use of voice mail</li> </ul>
<b>Organisational requirements</b> may include:	<ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• business and performance plans</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manual</li> </ul>
<b>Written information</b> may include:	<ul style="list-style-type: none"> <li>• briefing notes</li> <li>• electronic mail</li> <li>• facsimiles</li> <li>• general correspondence</li> <li>• handwritten and printed materials</li> <li>• internal memos</li> <li>• telephone messages</li> </ul>
<b>Correspondence</b> may include:	<ul style="list-style-type: none"> <li>• emails</li> <li>• memorandums</li> <li>• messages</li> <li>• proformas</li> <li>• standard/form letters</li> </ul>
<b>Standards</b> may include:	<ul style="list-style-type: none"> <li>• Australian Standards</li> <li>• legislation</li> <li>• organisational policies and procedures</li> <li>• specified work standards</li> <li>• standards set by workgroup</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

Competency field	Communication - Interpersonal Communication
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## Co-requisite units

Co-requisite units		