

**LEVEL 1**  
**PROCEDURAL**

**Reading & Writing**

Reads and writes own name, address and phone number and signs name as appropriate, e.g. fills in details on a simple form, such as application for leave, employment declaration, payroll authority, application for employment

Recognises and identifies purpose of very short explicit pictorial texts, e.g. traffic signs, OHS signs, safety symbols and instructions on household products, regulatory mandatory signs, hazard warning signs

Follows simple written instructions, e.g. simple road signs and warnings, emergency stop procedures for machines; warnings such as Prohibited Area, Wash hands before entering

Locates key pieces of information based on literal match in a short, explicit, familiar text e.g. ingredients in a recipe, locating information in tabular form such as warehouse picking list

Locates single items of information from a procedural text in the immediate environment, e.g. for using a public telephone, emergency stop procedures for machinery / equipment

Identifies contact numbers in case of emergency, e.g. immediate supervisor, emergency services

Recognises familiar words, phrases, symbols, abbreviations, numerical and colour codes in procedural texts such as job tickets, work instructions related to own job

Reads simple graphs, including pie, bar, line and column to locate specific personally relevant workplace information e.g. productivity and OHS information

Writes short note of one or two sentences following a model and with teacher / trainer support, e.g. a request for fee relief for English class or child care, short report on a company proforma, i.e. "near miss" or incident report

Transfers personal details from one source to another, e.g. uses personal details on a health care card to fill in an application for leave, job application, training enrolment form, or a taxi driver transcribing name and taxi identification number to an incident report

**Speaking & Listening**

Introduces self and greets others in short conversation, e.g. in a group or class or new employee to a section

Listens to and follows one-step instruction to complete task in immediate environment, e.g. instructions for directions from depot to driver regarding delivery of goods

Indicates a problem / hazard / fault / defect to supervisor, e.g. a near miss / incident

Responds to and/or elicits specific information in order to complete a one step procedure, e.g. stop machine when red light goes on

Gives instructions consisting of one or two steps, e.g. tells someone directions to reach a nearby location such as the way to the canteen, the nearest emergency exit, the office / reception / student admin, street directions given by taxi driver

Listens to directions of one or two steps, e.g. passenger instructing taxi driver of preferred route

Follows one-clause instructions in order to complete a task

**LEVEL 1****TECHNICAL****Reading & Writing**

Recognises very short, explicit pictorial texts, e.g., reads letters on a keyboard, recognises safety symbols found on chemical containers in the workplace or home, safety information on machinery such as 'stop', 'go' or red and green coloured lights, recognises maximum / minimum Safe Working Load (SWL) weights, heights

Locates relevant graphic instructions accompanying a new piece of technology to learn new information or skills about a technology or medium, e.g. follows instructions on a touch screen at the workplace or an automatic teller machine

Types own personal details into a computer-assisted learning program

Reads and uses routine, everyday workplace specific vocabulary and abbreviations, e.g. product names, departments, machinery,

**Speaking & Listening**

Describes routine task, using workplace specific vocabulary, supported by body language, e.g. how to turn on a familiar piece of machinery or operate a piece of technology

Expresses opinion in a short simple conversation using workplace specific vocabulary, e.g. indicates possible cause for machine failure

Follows a sequence of instructions to use a technology or medium e.g. how to key in ID information to access a new computer program, sew in a zig-zag pattern, uses a tape recorder in an Individual Learning Centre

Indicates requirement for replacement of routine, familiar machine part, e.g. filter / seal / machine needle

**LEVEL 1**  
**PERSONAL**

**Reading & Writing**

Reads and writes own name, address, and phone number, and signs own name as appropriate, e.g. fills in personal detail section and signs name on an application form for a training program, application for leave, payroll authority, to join a social club

Recognises very short explicit pictorial texts, e.g. reads symbols or words which may be encountered in personal circumstances, such as symbols for public conveniences, staff lunch rooms and meeting rooms

Locates particular information of personal relevance from a familiar source, e.g. locates expiry date on a driving licence, locates name on shift roster or annual leave chart

Conveys information by writing a brief and highly contextualised personal message, e.g. writes a brief personal message from self on a greeting card

Transfers personal information from one source to another, e.g. copies own address in order to make personal arrangements

**Speaking & Listening**

Makes and responds to simple enquiries relevant to personal needs, e.g. asks about a training program advertised on the noticeboard, asks directions to toilets

Recounts autobiographical details in sequence for scribing by the teacher / trainer e.g. work accident and effect on self or family member, recounts vocational experience for scribing for purposes such as redeployment, RPL

Listens and responds to direct questions by reciting personal details such as name, address, age, country of origin, date of birth, date of arrival, in response to direct questions

Exchanges highly familiar information, e.g. introduces self in an informal or familiar situation.

Undertakes simple oral negotiations, e.g. buys a cup of coffee in the canteen, requests time off to attend a child's end of year play

Exchanges autobiographical details in a casual conversation with known interlocutors

Listens to information given in personally oriented spoken text, e.g. attends social gathering as instructed

**LEVEL 1****COOPERATIVE****Reading & Writing**

Reads and writes own name, address and phone number, and signs name on a club / union membership form

Recognises own name and personal details, e.g. locates own name on a list of team, class or group members, OHS subcommittee, problem solving team

Locates and matches pieces of information, e.g. time and place of a union, OHS or class meeting on a notice

Copies key information relevant to group, e.g. names and department of group members.

Writes one or two sentences, following a model, to summarise a group activity or work process, e.g. records own duties / action resulting from team meeting, short report for workplace newsletter

**Speaking & Listening**

Exchanges highly familiar information in spoken language, e.g. introduces self to group, work team, members of committees

Responds to greetings, using single words, phrases or gestures e.g. in formal or informal workplace settings

Responds to and makes simple enquiries within a small group situation, e.g. union meeting, community or social club gathering

Exchanges information regarding immediate environment in order to complete a group task, e.g. indicates a need for, or the availability of, a particular technology or support

Negotiates arrangements for obtaining technology / support / stock / parts, e.g. asks other members of the team to help fill in batch numbers on computer program

Listens to suggestions and negotiates arrangements for a group activity, e.g. comes to an agreement about a meeting place for a workplace function, excursion, family picnic

**LEVEL 1**  
**SYSTEMS**

**Reading & Writing**

Locates, matches and copies information from one text to another, e.g. copies name from a Health Card on to a leave form, bank form, insurance claim form / workcover form

Reads and writes own name, address, and phone number, and signs name as appropriate, e.g. completes personal details on a workplace, community or training organisation system's form, such as authorising direct payment of salary into bank account, writes self-addressed envelope

Recognises very short explicit pictorial texts, e.g. OHS signs, signs in a hospital casualty department or other public institution, Centrelink logo

Recognises key words and own details on personally relevant text, e.g. own pay slip, workplace contract

Recognises time, dates and months to ascertain own work roster, shifts, RDOs, recognises calendar information for an appointment at the doctor's or Centrelink

Reads and understands glossaries of terms and abbreviations, e.g. on a pay slip

Reads and follows a simple, familiar, work timetable or schedule of activities specific to own job

Writes one or two sentences, from a modelled text, to support application, e.g. for a further English class within the same centre, application for leave

Recognises and knows value of Australian notes and coins, e.g. uses self-serve machines for drinks and sweets / chips

Recognises o'clock and half hour settings on analogue and digital clocks, e.g. clocking on and off, session breaks in training, for an appointment, morning tea and lunch breaks

**Speaking & Listening**

Gives basic facts about personal work background in a short interview by responding with yes/no answers and/or simple words or phrases

Introduces oneself appropriately in an institutional setting, e.g. Medicare office, reception or personnel at a job interview

Participates in simple negotiations, e.g. asks for parts / supplies or buys a train ticket

Exchanges personal details in a casual conversation with supervisor or teacher / trainer e.g. effect of roster or timetable changes on child care arrangements

Listens to and follows directions, e.g. to get to the evacuation area, carry out a work procedure, change a work procedure, find the reception desk

Reports a problem to appropriate personnel, e.g. faulty parts to a supervisor, fallen power line to electricity company

Listens to simple request, e.g. being asked to work back or do an extra shift on the weekend

Identifies work contact, phone number for emergencies, immediate supervisor and administration area

**LEVEL 1**  
**PUBLIC**

**Reading & Writing**

Recognises very short, explicit pictorial texts, e.g. signs related to local environment, on symbolic cultural artefacts

Selects item(s) of interest and value for money from advertising brochure

Reads titles and phrases of public importance in immediate local environment, e.g. street names, names of service providers, or indigenous place names

Reads simple diagrams, e.g. hand drawn map of local area to locate public facilities such as schools, hospitals, churches, shops, bus stops, railway stations, recreation facilities, community houses, places of cultural importance

Reads key words in a public notice of immediate interest, e.g. lockout sign on gate at workplace, changing hours of operation of local library

Locates information in a community service section of telephone directory, e.g. Telephone Interpreter Service, Women's Health Centre

Writes one or two sentences, following a model, to support an application, e.g. for membership of a local organisation

Uses some common abbreviations, e.g. Mr, Mrs, Ms, am, pm

**Speaking & Listening**

Participates in spoken exchanges through use of key words or phrases, or gesture, e.g. makes enquiry about classes at an education provider, financial support at local Department of Social Security office

Gives basic facts about own personal background in a survey

Uses public transport by locating destination on public transport map, asking for ticket and tendering fare

Listens to short text of immediate interest and identifies key information, e.g. fire drill

Indicates opinion unconditionally using gestures, body language

<b>LEVEL 1 NUMERACY</b>	<b>Dominant Aspect(s) in which activity is likely to occur</b>
Uses calendar to record information related to community, workplace or public dates, e.g. class term dates, culturally significant celebrations, leave, RDO's, factory picnic	Personal, Systems, Public
Identifies items and prices in a catalogue, e.g. compares and discusses the differences in pricing of similar objects such as soft drinks or alcohol bought from a bottle shop, supermarket and at a restaurant, clothes from different types of stores	Personal, Public Cooperative
Gives oral directions, using language of space, distances and directions, for getting from one familiar place to another, e.g. gives oral directions to a new worker to go from a work station to the canteen	Procedural, Cooperative, Personal
Locates and discusses specific information from a simple chart, diagram or graph and relates to relevant issues, e.g. comments on most popular political leader from opinion poll data, production output, OHS incidents, safe loading limits, footy tipping chart / ladder	Technical, Personal, Cooperative, Public
Estimates lengths, size or quantities of familiar objects using metric units, e.g. a person's height, lengths of fabric or pieces of wood used in everyday work, boxes on pallets, pallets per area, approximate weight of bag full of product (i.e. standard laundry bag)	Personal, Technical
Decides whether change should be expected when purchasing items, e.g. buying a public transport ticket and paying with \$10	Public, Personal, Cooperative
Reads times in familiar texts, e.g. work roster, TV program, parent / teacher interview, digital and analogue clock	Systems, Personal
Checks weight and/or length of product against job ticket	Technical, Procedural
Counts and records quantities on specified form(s), e.g. tally sheet, consignment note	Systems
Names and compares common two dimensional shapes and discusses possible reasons for shape use, e.g. shapes used in buildings and traffic signs	Public, Systems, Personal
Checks bank statement and time sheet against pay slip	Personal, Systems

<b>LEVEL 1 LEARNING STRATEGIES</b>	<b>Dominant Aspect(s) in which activity is likely to occur</b>
Draws on prior knowledge and experience to assist in following a straightforward new procedure relating to own job or training requirements	Procedural, Systems
Identifies current skills and degree of comfort in using information technology support facilities as part of a workplace or other training course	Personal, Technical
Indicates preferred tools and uses materials from within the immediate environment in order to facilitate learning, e.g. uses maps, pictures, objects, books, computers, audio / visual aids and communication supports with assistance	Personal, Technical
Discusses time implications in relation to attending a workplace training program e.g. if held outside standard work hours	Personal, Cooperative
Identifies person to act as a mentor	Personal, Systems
Identifies peers with whom to form a support group for workplace or classroom-based learning	Personal, Cooperative
Participates in a classroom or group learning activity, e.g. identifies members of group by name	Cooperative
Indicates knowledge / understanding of the relationship between a particular workplace or other training program and current/ future career prospects	Personal
Identifies connections between participation in learning activities and requirements for vocational education, community education or settlement provision	Public, Systems
Negotiates own short term learning goals and related strategies in terms of adjustments to be made in personal life, work and domestic routine, e.g. establishing a space and time for independent study	Personal
Identifies learning resources such as library, internet cafe, industry publications	Personal, Systems

**LEVEL 2**  
**PROCEDURAL**

**Reading & Writing**

Reads a brief message from a fellow worker e.g. note for shift change over

Reads explicit pictorial texts, e.g. safety signs in the workplace, sketches of drawings of work task

Reads and observes instructions on safety signs and labels related to own job e.g. safety tags, machine lock out tags

Locates Hazchem symbols and passes on information relating to colour and symbol to appropriate person, e.g. fire brigade

Matches and cross-references words, symbols, codes and signs contained in for e.g. work instructions, labels, tags related to own job

Reads and compares information contained in two column tables e.g. uses timetables to calculate time of next bus, calculates postage and fees for certified mail, calculates total costs of purchase from an order form, compares productivity targets with actual productivity output

Interprets instructions from an appliance warranty, having read manufacturer's instructions

Extracts information from a list with language and numeracy components, e.g. completes a stores order form using information from a price list

Records information on simple form, e.g. autobiographical data, uses a job sheet to respond to call

Completes workplace forms relevant to own job, e.g. signs initials against process to indicate completion of a task, places a tick against appropriate stock name or number and writes numerical symbol against the appropriate stock name and number

Writes a brief message for a fellow worker e.g. shift change over note

Writes a short report about a procedure / process / practice from a work team for a meeting

**LEVEL 2**  
**PROCEDURAL**

**Speaking & Listening**

Explains routine procedures to others, e.g. workplace safety procedures

Asks questions to clarify and confirm instructions, e.g. questions steps in a new procedure if unsure

Leaves a short message by phone, e.g. explains absence, makes a booking for travel

Checks by phone, following conventional format, to see if there is work available

Expresses an opinion, e.g. suggests improvements to work procedure

Reports a problem / hazard/ fault/ defect to a supervisor e.g. reports noise levels that are/or suspected to be higher than the allowable level

Participates in workplace meetings by listening for specific information and contributing as appropriate

Participates in casual conversations about routine activities, e.g. alternative procedures for workplace processes

Performs a series of routine tasks given clear direction

Listens to short, explicit instruction to learn new procedures needed to complete a task, e.g. to use a piece of machinery in the workplace, specific client instructions

**LEVEL 2**  
**TECHNICAL**

**Reading & Writing**

Reads short, relevant, explicit, clearly formatted texts related to technology e.g. work instructions for machinery and equipment, the author and title index of a library computer, general workplace procedures, patterns

Prepares and checks tooling / equipment requirements against specifications and workplace procedures

Extracts information from a list with language and numeracy components, e.g. price lists of components for computer system

Interprets instructions which combine pictorial and written information, e.g. directions on how to operate a piece of machinery safely, how to locate and retrieve files / records

Enters routine data associated with production processes and control procedures into data base using familiar software, e.g. location, quantity of supplies

Follows on screen instructions to use a mobile phone to access telephone number and make a call

Uses established log-in routine to access computer-based, internal communication system (intranet)

Records simple and routine information using the telephone, e.g. takes a phone message with name, phone number, and a short message, on a form designed for this purpose

Writes a short description, e.g. describes a damaged part of a machine to facilitate repair, an accident / incident report

**Speaking & Listening**

Expresses an idea or opinion, and states reasons, e.g. whether a technological practice conforms to Occupational Health and Safety guidelines such as alterations to a work station

States / describes problems with a technology or medium e.g. if the name of a damaged part is unknown and suggests solutions, e.g. need for left-handed mouse

Performs a sequence of routine tasks given direction, e.g. uses machinery / equipment such as a fax machine, fork lift, pre-operational checks on machinery / plant equipment, distance education medium to participate in instruction

Passes on information after reading an email

**LEVEL 2**  
**PERSONAL**

**Reading & Writing**

Demonstrates understanding of narrative

Reads short, simple factual or fictional texts for personal enjoyment

Locates and selects information from a written text, e.g. finding the time and channel of a specific TV program, cinema program, finds own name on roster list, reads gym timetable with descriptions of classes, finds ads for employment in relevant industry

Writes a short personal description, e.g. writes about country of origin, journey or cultural history, job history

Writes a short report, e.g. describes previous English classes or other training course

Writes a short recount, e.g. writes brief entry in daily diary

Writes a note of explanation, e.g. explains own absence in a note to the teacher

Writes a short personal letter, e.g. a postcard or letter to a friend

Completes a form with personal information, e.g. reads and records personal information of self, and other members of a group, where personally familiar with the members of the group

Expresses point of view on topics of personal interest in simple written sentences

**Speaking & Listening**

Makes a telephone call and responds appropriately to questions which require statement of basic personal details, e.g. makes an appointment at the community health centre

Responds to personal enquiries and talks about own interests, e.g. hobbies, family

Recounts a short familiar event, e.g. recounts something that happened at the weekend

Locates and selects information from a spoken text, e.g. listening for the time and channel of a specific TV program

Discusses possible career paths and learning goals with training manager or supervisor

Participates in a short casual conversation with a colleague, friend, classmate

Listens for, and sings words to a favourite song

Requests lunch from the canteen to meet special dietary needs

Negotiates roster arrangements to suit own preferences

Participates in a simple conversation on social or community issues, e.g. taxi driver discussing news, sport or weather with a passenger

Engages in simple oral transactions about money, time and quantities

**LEVEL 2****COOPERATIVE****Reading & Writing**

Extracts information from a list with language and numeracy components, e.g. selects items from a menu for the group and discusses choice or selection, identifies names on new work roster and discusses implications

Reads key information in a text associated with the functioning of the group, e.g. reads a simple agenda or minutes of a meeting

Writes a list of tasks to be completed by other members of the group, e.g. roster, action plan

Records personal information of self and other members of the group where members of the group are personally familiar, e.g. draws up a list of class names, addresses and telephone numbers

Records group responses in list form e.g. in a team meeting, training session, parent association meeting

Writes agenda or simple flyer on information to be discussed at a workplace, social or sporting club meeting

Writes a short report summarising group response e.g. workplace problem solving group, local community action group

Writes a note of explanation, e.g. explains problems with a machine to the next shift

Writes a response to an issue by contributing to group writing activity

**Speaking & Listening**

Gives a short description, e.g. describes an occasion to a fellow group member, or tells a traditional story or myth

Communicates ideas, information and opinions to the group, e.g. expresses opinion about new roster arrangements as part of problem solving work team, required attendance at training program, parent participation in childcare centre

Negotiates roster arrangements to suit own preferences

Gives spoken instructions to members of the group, e.g. to facilitate an activity such as defining roles and responsibilities within a group

Participates in an informal conversation, e.g. greets and exchanges one or two sentences with a fellow group member, asks questions and makes comments that expand ideas & seek clarification

Recites familiar short texts to other members of the group, e.g. a nursery rhyme or football club theme song

Negotiates task distribution with other members of the group, e.g. job rotation, farewell drinks for a colleague, filling shift for worker who will be / is absent – in person or on phone

Brainstorms with other members of the class or team, e.g. to organise a class /works outing, to solve a workplace issue

Listens for and notes specific information when making arrangements for group activity, e.g. time tabling of training session, excursion

Discusses issues from company or union newsletter, community, recreational or social club newsletter

**LEVEL 2**  
**SYSTEMS**

**Reading & Writing**

Locates specific information from a short text, e.g. eligibility from a table of employee benefits, a pay slip, employment documentation, own job description, work update from staff memo

Reads personally relevant information presented in forms or notices, e.g. notice on a noticeboard, roster information, a class timetable

Interprets instructions which combine pictorial and written information e.g. manual on quality procedures, brochure on how to access government services, fire /safety procedures, pamphlet about superannuation funds

Reads simple graphs and charts e.g. productivity levels, down time, lead time

Reads simple dials and scales on machinery and equipment e.g. automatic weigher on packaging machine, temperature dials, counters, franking machine, sewing machine tension, air pressure gauge

Extracts information from a list of language and numeracy items e.g. completes a staff order for purchase of factory product, gives product or service information to a customer, uses a school canteen list to fill in a lunch order

Completes a range of forms requiring autobiographical data e.g. union membership application form, request for an automatic debit from salary, Medicare claim form, job application, application for government benefits

Completes a range of forms requiring routine, factual data, e.g. OH&S records, job application, reimbursement form for expenses such as use of vehicle, pick up and delivery dockets

Writes brief systems-related texts using an established format, e.g. a brief shift report, order form, OHS incident on standard workplace form / proforma, product non conformance

Writes a note of explanation, e.g. to a supervisor about an uncompleted task

Completes a personally relevant written transactional text, e.g. fills out a bank withdrawal form

Writes brief text expressing an opinion, e.g. for company's employee suggestion box

**LEVEL 2**  
**SYSTEMS**

**Speaking & Listening**

Explains, orally, written instructions for a procedure, e.g. relates to another the process described in a simple flow chart, process of manufacturing a product within the workplace (5-7 steps)

Receives and passes on messages, e.g. a name and phone number and a simple message, communicates to base or other drivers via CB radio, communicates by telephone, email, receives variations to work instructions by phone

Participates in a face-to-face oral exchange, e.g. job interview, performance review, Centrelink interview, enquires about training opportunities, discusses leave preferences, makes enquiries to pay office to sort out problems with pay, time of delivery / pick up

Expresses an opinion in oral form, e.g. suggests the introduction of multilingual safety notices in the workplace, questions the need for a specific procedure

Participates in casual conversation, e.g. in the classroom or workplace

Performs a series of routine tasks given clear direction, e.g. workplace instructions

Listens for specific information in a formal meeting, e.g. Enterprise Agreement information session, union meeting

**LEVEL 2**  
**PUBLIC**

**Reading & Writing**

Specifies purpose of informative text, e.g. locates specific information about a local event

Demonstrates that meaning has been gained from reading or viewing a simple informative text, e.g. underlines the meaning of a term given in a government brochure on supplementary security income

Extracts information from a list with literacy and numeracy components, e.g. locates the race favourite in a racing form guide, uses a timetable to read a train departure time, uses a telephone directory

Locates specific information in a longer, everyday text, e.g. information about a favourite sports player / team

Reads short instruction sheet publicly advising utility works to be carried out

Demonstrates understanding of current affairs issues by expressing opinion related to the content of news headlines in a newspaper

Expresses opinion about the writer's intention after reading or viewing a simple persuasive text, e.g. advertisement, political slogan, public service announcement

Interprets signs or symbols related to public safety, e.g. drink-driving laws, weapons use, road rules and water safety

Reads diagrammatic texts, e.g. locates an intersection on a street map, uses a public transport map, uses a street directory to plan delivery route, uses a bus or train timetable

Uses short, highly contextualised materials from the community to meet own goals, e.g. business cards, invoices, newspaper advertisements

Locates community / commercial services in the telephone directory, e.g. real estate agent, Centrelink office

Writes a short, routine letter, e.g. an explanation or a request for information

Writes a short report for a member of the group, e.g. on child care services available in the area, response to changes in parking arrangements

Writes a short description, e.g. writes a short note describing an item for sale to be placed on community notice board

Completes forms related to participation in community services / activities, e.g. social club, competition, recreation facility, completes a local council survey requesting satisfaction with local recreation facilities

Writes one or two sentences suggesting improvements, e.g. longer class times, improved facilities at the community centre

**LEVEL 2**

**PUBLIC**

**Speaking & Listening**

Exchanges routine greetings with colleagues and customers

Expresses an opinion related to the content of a TV news program

Participates in a formal exchange, e.g. interview with a community worker

Listens to a radio program on a familiar, personally relevant topic and comments on an item of interest

Advises public in immediate area of emergency works to be undertaken

<b>LEVEL 2 NUMERACY</b>	<b>Dominant Aspect(s) in which activity is likely to occur</b>
Uses a street directory to find a route to a familiar place, e.g. locates own street and shows route to local shops, finds a route within the local area to a designated site such as an outdoor road maintenance job, for a job interview, to a training course	Cooperative, Personal, Systems
Compares and contrasts the value of items from two catalogues with regard to quantity, price, equality, additional costs, e.g. hardware, kitchen appliances, food, office stationery / equipment	Personal, Public Systems
Constructs a bar graph from available information and interprets how information might be used e.g. number of rejects over a given period, number of smokers in a variety of groups	Cooperative, Procedural, Technical, Public
Compares measurements taken with estimated lengths of familiar objects, e.g. length or weight of product against specifications	Personal, Technical
Investigates and explains common uses of shape in the environment, e.g. compares use of shapes in house construction, room design	Personal, Cooperative, Public
Measures metric quantities using simple measuring instruments such as ruler, scales, micrometer, measuring tape, ingredients in a recipe	Procedural, Systems, Personal
Orders and compares sets of figures / dates and comments on the data in collaboration with others e.g. lost time due to workplace accidents over a given period, the populations of several cities	Cooperative, Public
Calculates with time, e.g. average number of call centre enquiries handled per hour to meet workplace requirements, how long to a tea break, estimated travel time to destination, calculates time in each part of the job for recording on time sheet	Personal, Systems
Rounds totals of money to the nearest appropriate unit, estimates and calculates change due after making a payment	Personal, Procedural
Uses timetables and fare information to compare different ways of making the same journey, e.g. compares cost, time taken, convenience in using different forms of transport for a familiar journey	Procedural, Personal, Systems
Reads and compares information contained in two-column tables, e.g. calculates postage and fees for certified mail	Systems
Applies formulae for calculating distance, area volume	Procedural, Systems, Personal
Calculates sub totals and totals, e.g. cut-out pieces of material required for a given number of shirts, number of items that can be cleaned and pressed by close of business	Procedural, Systems, Cooperative

<b>LEVEL 2</b> <b>LEARNING STRATEGIES</b>	<b>Dominant Aspect(s)</b> <b>in which activity is</b> <b>likely to occur</b>
Identifies appropriate resources to be used to support the development of LLN skills in training e.g. computer, tape recorder	Technical
Raises concerns about joining / participating in a workplace training program and discusses these with a supervisor, workplace trainer or teacher e.g. gives a self assessment of personal needs in language, literacy and numeracy, questions what will happen if training isn't undertaken	Personal, Cooperative
Works with colleagues to plan, conduct and present a workplace training project	Cooperative,
Negotiates times that fit in with production demands to meet with mentor to establish key learning needs	Procedural Personal, Systems, Cooperative
Plans learning activities by selecting activities and procedures from prior experiences, e.g. word association, checklists of tasks to be completed, establishing a study timetable	Procedural, Systems
Discusses learning goals and articulates related strategies with teacher / trainer, e.g. specifies own personal language, literacy and numeracy skills as positive learning resources or as requiring further development	Personal
Develops and maintains own knowledge and awareness of workplace and industry issues and developments by participating in formal training	Personal
Gathers and sorts information on a topic by using simple techniques such as scanning the cover, title and illustrations of a text; or interpreting mood, tone, genre, purpose and associated gestures of a spoken text in order to establish relative importance of information	Systems
Negotiates learning goals and articulates related strategies including available community and educational resources to support learners	Public
Develops support networks with fellow group members, e.g. collects contact numbers for contingency plan in case of missed classes	Cooperative
Negotiates meetings with colleagues from other locations to form peer learning groups, e.g. for workers who are self employed / from small businesses	

**LEVEL 3**  
**PROCEDURAL**

**Reading & Writing**

Selects and applies the procedures and strategies needed to perform a range of tasks after reading appropriate texts, e.g. machinery / equipment manuals, SOPs, work instructions, interprets and takes action on Hazchem symbols by selecting appropriate fire fighting methods based on Hazchem code (2RE)

Reads procedural texts, where the information is supported by diagrams, to remedy a known problem, e.g. locates problem with a machine / equipment using a manual for guidance

Reads information contained in a procedural text and identifies any unstated messages, e.g. identifies any cultural or prior knowledge assumed by the text such as instructions for using internet banking

Uses text organisers in books, manuals, as an aid to reading, e.g. table of contents, indexes, format

Interprets information gained from tables, charts and other graphic information, e.g. plans travel arrangements using a flight schedule and/or brochure, completes work according to work schedule / time frame, takes issues for discussion to team meetings

Follows existing guidelines for the collection, analysis and organisation of information, e.g. takes detailed notes of an enquiry requesting information about services

Completes a range of formatted texts, e.g. completed job on job report form, information on a maintenance request form, incident report form

Writes up list of tasks or services relative to own position e.g. what needs to be done prior to, or due to a public holiday, a log report for shift changeover

Writes simple, clear sequenced instructions, e.g. notes what workplace timetable for Enterprise Agreement negotiations, start up and shut down procedures

**Speaking & Listening**

Gives information to others e.g. advises next section / department if there is a hold up in production

Issues instructions taking into account the language skills of the listener, e.g. how to complete a routine, everyday task

Expresses opinion regarding a working procedure, assessment procedure

Makes suggestions to supervisor about a way to rectify a problem in the workplace

Chooses appropriate action after listening to spoken instructions e.g. options for resolution of work problem, appropriate materials for the job

Questions implications of new procedures, e.g. employment conditions / opportunities, training course requirements

**LEVEL 3**  
**TECHNICAL**

**Reading & Writing**

Reads routine data printouts and draws valid conclusions from data

Uses the author, title, key-word and other search indexes of a library computer

Comprehends short summary information on computer-managed learning packages to choose a relevant package to suit own needs

Reads and follows information presented in technical drawings, manuals and work instructions, patterns e.g. specifications for job, construction plans

Reads technical specifications to select correct tools and equipment for task

Sets up, starts and stops machinery according to specifications in manual / work instructions

Reads technical information where the information is supported by diagrams, sufficiently well to be able to locate and comprehend particular information required, e.g. how to fix a paper jam in a photocopier, how to replace sewing machine needle, program a VCR to record two programs in advance

Uses the word processing program on a computer to produce own texts e.g. brief reports, contribution to workplace or community newsletter, emails to colleagues or to place orders

Writes simple instructions for using familiar technology e.g. office equipment, automatic teller machine

Writes a brief report on uses of technology, e.g. for workplace, domestic or community purposes

Operates computer software to enter simple routine data accurately

Completes workplace records and forms accurately using correct technical and enterprise specific vocabulary

**Speaking & Listening**

Gives clear sequenced instructions of several of steps, e.g. how to use a photocopier or CD player, how to log on and log off a computer

Expresses opinion regarding the use of technology, e.g. difficulties and advantages of communicating via telephone, answering machine, internet, mobile phone, fax

Clarifies with technician or supervisor the use of a particular technology

Listens to clear sequenced instructions of several steps and performs tasks related to using technology, e.g. to manage files and discs, print documents and use a mouse

Communicates using radio equipment, e.g. report to base on job status or operational emergencies and difficulties

**LEVEL 3****PERSONAL****Reading & Writing**

Reads / views texts relevant to own interests and drawing on prior knowledge and previous experience of similar text types, gives a recount which includes a personal response, e.g. book / program on a hobby

Locates and selects information from a range of written texts, e.g. finds time and date of a music concert from the amusement section of a newspaper

Reads a short simple narrative of own choice and discusses how text reflects author's opinion about characters, events or ideas

Reads short, simple fiction or non-fiction text of own choice and discusses links to prior knowledge, experiences or similar texts

Writes personal letters, e.g. letter to a friend recounting recent events

Writes a personal / creative / expressive / imaginative text, e.g. a poem

Writes a longer report, e.g. own education in country of origin

Completes Performance Appraisal Review form and identifies personal goals

**Speaking & Listening**

Provides information on how own skills meet a job's selection criteria e.g. for internal promotion or transfer

Presents narrative orally by telling a story to a child or friend

Develops and maintains own knowledge and awareness of workplace and industry issues and developments by participating in formal training

Participates in a casual conversation with a colleague, friend or classmate

Expresses own opinion and elicits the opinion of others in a casual conversation, e.g. discusses work conditions of previous jobs, discusses impact of taxes, such as GST, on living costs

Negotiates a transaction, e.g. asks for a refund on unsatisfactory goods

Listens for personally relevant information from a range of spoken texts, e.g. finds time and date of a concert from the radio, workplace briefing

**LEVEL 3****COOPERATIVE****Reading & Writing**

Reads agenda and notes relevant to a workplace or other community meeting, and displays awareness of unstated agenda or meaning

Reads text produced by another member of team or group and asks questions to clarify meaning and purpose of text, e.g. changes in safety procedures, fire drill

Reads a graphic text of relevance to work team and suggests how information may apply to group activities or represent group interest e.g. annual profit and loss over a period of time

Takes notes and writes a short report on behalf of the group for a specified purpose e.g. for a team meeting, community / recreational body, company newsletter

Formulates a list of agenda items for a workplace or other community meeting

**Speaking & Listening**

Canvasses a group of people for issues and views e.g. to make recommendations on the quality of food in the canteen or at a truck stop, on changes to shift / roster times, to identify preferred activities for a social or community club

Recites a myth, legend or story to other members of the group

Participates in a small group discussion, e.g. to solve a problem or share opinion on a subject of interest to the group, to reduce waste

Delivers a short prepared talk on a topic of interest to the team e.g. comparison of annual profit and loss statement over time

Works with a partner to develop an oral presentation

Clarifies defined purposes and objectives to be achieved by working with others; identifies and responds to defined roles and perspectives; works with others to achieve agreed objectives within agreed timeframes

Listens to and notes individual preferences regarding arrangements for a group activity

**LEVEL 3**  
**SYSTEMS**

**Reading & Writing**

Reads informative texts for specific information and to get the general idea, e.g. reads and interprets client demands in relation to job

Scans texts to locate specific information, e.g. personnel induction manual to check own leave entitlements

Reads and interprets diagrammatic / graphic texts which are unambiguously presented, e.g. flow chart to describe simple operation in the workplace, pathways of classes / subjects

Locates and selects relevant information from a limited range of written texts, e.g. locates a job advertisement in a newspaper, locates specific information in a course handbook

Reads a short novel or non-fiction narrative and writes a response to meet systems guidelines, e.g. formal assessment task

Discusses image and overt / implicit message reflected in texts such as an organisational brochure, memo or promotional material e.g. reads a job description and suggests how text implies underlying values of an organisation

Completes formatted texts, e.g. forms requiring autobiographical data, order forms, questionnaires

Completes workplace records and forms accurately and legibly using correct technical and enterprise specific vocabulary

Writes factual text, e.g. job history as part of a job application letter following organisational guidelines

Writes brief report, e.g. accident report, incident report, reports cases where repair work is not able to be completed as requested

Writes a short, formal letter, e.g. letter requesting information, application letter, complaint letter

Generates a diagrammatic / graphic text, e.g. draws up a roster, study timetable

Completes a range of formatted texts, e.g. selects and integrates information relevant to completed job on job report form, records information on an automobile maintenance record form, accident / incident report form

Expresses an opinion in written form, e.g. writes a brief letter to an organisation suggesting improved access for the physically disabled

**LEVEL 3**  
**SYSTEMS**

**Speaking & Listening**

Gives oral instructions, e.g. who and where to ask for assistance

Attends and participates in a work meeting, either listening for specific information or following the flow of ideas and contributing as appropriate

Makes suggestions for improvement of work flow / procedures in own work environment

Expresses own opinion about organisations and elicits the opinion of others in a casual conversation, e.g. discusses work conditions of previous jobs

Participates in an oral exchange requiring some negotiation, e.g. specific enquiries, complaints, problem-solving

Participates in a formal interaction, e.g. interacts with clients associated with an organisation about routine matters using the telephone or through face-to-face contact

Listens to and notes specific information from an announcement regarding workplace activity, e.g. announcement of fire drill

Reviews a text for a group following system guidelines, e.g. a novel / article for a class

**LEVEL 3**  
**PUBLIC**

**Reading & Writing**

Scans informational texts and locates specific items of interest, e.g. Neighbourhood Watch newsletter, public utilities information update

Locates specific information in a longer text, e.g. reads a newspaper article and identifies main points

Uses program guides, reviews and previous promotions to make choices about personal viewing

Demonstrates that meaning has been gained from reading an article in the daily newspaper by writing a short report about the content

Reads information presented graphically, e.g. interprets information from a bar graph in an article of public interest

Expresses own opinion about a local issue of personal concern by writing a letter to relevant authority, e.g. letter to local newspaper or city council

Reads a short report of a public issue which may include hidden agendas or unstated meanings

Completes a form, e.g. fills in a survey about the quality of a local service

Records comments from customer regarding quality of service provided

Reads a number of texts on a similar topic, identifies and summarises main points e.g. letters to the editor on changes to social security benefits

Reads a diagrammatic text and comments on how information supports or refutes a particular point of view, e.g. how statistics on road fatalities presented in graphic form might be used to justify stricter road rules

**Speaking & Listening**

Reads or views a persuasive text and restates the main idea by identifying key features supporting the message being sent, e.g. TV advertisement, public notice, political advertisement

Asks and responds to unproblematic questions from customers

Provides information about services and facilities to customers

Customers comments and suggestions about services are noted and passed on to appropriate person

Discusses the content after reading an article in the daily newspaper / viewing TV program / short report on a public issue

Expresses own opinion about a local issue by participating in a public meeting

Expresses own opinion about a local issue and elicits the views of others by participating in a casual conversation

Listens to a traditional myth, story or song and discusses key events, characters or places

Comprehends a simple clear announcement heard on a public address system, e.g. emergency procedure

Summarises key arguments or points contained in a range of text types, e.g. public speaker, flyer / brochure, TV program

<b>LEVEL 3 NUMERACY</b>	<b>Dominant Aspect(s) in which activity is likely to occur</b>
Selects totals and orders items in bulk from a catalogue within budgetary constraints, e.g. stationery catalogue, maintenance stores catalogue	Systems, Procedural
Collects information by survey and represents information in appropriate tabular and graphic form e.g. OH&S, quality audit information, surveys fellow students on travel to training, and comments on the adequacy of public transport available	Cooperative, Procedural, Systems
Expresses and calculates with metric quantities, e.g. calculates quantities of sand and cement to build a culvert, interprets and costs quantities of cheese given in different forms such as 350g, 0.35kg, amount of chemicals / materials for mixing product	Personal, Technical, Procedural
Measures common three dimensional shapes, e.g. a room, and represents the information on an appropriate diagram drawn to scale	Cooperative, Technical
Calculates with common fractions and metric measurements, e.g. adjusts quantities in a recipe by halving or doubling to obtain the required amount	Procedural, Technical
Uses a distance scale to find the shortest route between two locations on a map and considers road and terrain conditions in deciding preferred route e.g. rural and remote workers travelling from one location to another	Technical, Procedural, Personal
Selects and uses measuring devices from a range of options, as appropriate to the task e.g. go / no-go gauges, micrometers, verniers, rulers	Technical, Procedural
Uses a variety of methods to analyse sales advertising by comparing savings on a number of different items, e.g. at 12% off, 15% off, 1/3 off, price reduced by \$10	Systems, Public Technical
Compares casual and permanent rates of pay over a given time span for work of the same nature	Cooperative, Technical, Systems
Compares and contrasts costs of alternate types of travel, e.g. travel options for three people using plane, bus, train, taxi and hire car for a journey between two places. Presents options in an oral report which supports choice of most economical mode of transport	Cooperative, Public, Systems, Procedural
Uses numerical information to support opinion, e.g. compares the costs of different credit cards by referring to tables of information	Personal
Calculates changes in size of a clothing pattern to estimate required amount of material, e.g. 100 T-shirts size 12 = 120 mts therefore 100 T-shirts size 14 = 140 mts	Procedural, Technical
Calculate GST on product / service	Procedural, Technical, Systems

<b>LEVEL 3</b> <b>LEARNING STRATEGIES</b>	<b>Dominant Aspect(s)</b> <b>in which activity is likely to occur</b>
<p>Develops and uses personal organisation systems such as files, notebooks, folders and checklists according to personal requirements</p>	<p>Procedural, Systems</p>
<p>Interprets visual representations such as diagrams, illustrations, 'help' type functions on computer, blueprints and flow charts, and comments on the application and helpfulness of these in relation to own learning</p>	<p>Technical</p>
<p>Identifies gaps in current skills and selects training programs / activities to address these e.g. obtains course information from a range of providers to select learning pathways appropriate to personal goals</p>	<p>Personal, Public</p>
<p>Transfers knowledge and skills gained in a training program to on the job application e.g. actively participates in team meetings, or uses computer skills, or applies numeracy skills to interpret data generated by a machine computer print out relating to product output</p>	<p>Personal, Cooperative, Systems</p>
<p>Works with colleagues to plan timetable and allocate tasks to gather data, analyse and present a report on a workplace project</p>	<p>Procedural, Personal, Cooperative</p>
<p>Classifies material according to personal learning goals and purposes, e.g. keeps a personal dictionary of technical language related to own job, grammatical structures, list of references or sources of information to be used for independent study</p>	<p>Systems</p>
<p>Develops and maintains own knowledge and awareness of workplace and industry issues and developments by participating in formal training</p>	<p>Personal, Systems</p>
<p>Develops strategies for analysing information, e.g. noting main points, asking "how, what, why" questions in relation to texts</p>	<p>Personal</p>
<p>Discusses strategies needed to match future plans to present learning achievements and other personal priorities with the teacher / trainer, e.g. identifies constructive ways of dealing with change, such as flexibility, adaptability and further training</p>	<p>Personal</p>
<p>Establishes role as group member and maintains support networks for contingency plan, e.g. participates in a group activity where group is formed according to shared interests, and with consideration of external demands, priorities and commitments of other members</p>	<p>Cooperative, Public</p>
<p>Identifies factors involved in making decisions including goals, constraints and consequences, e.g. considers alternative action plans in relation to indigenous, multicultural or industrial issues</p>	<p>Public</p>
<p>Discusses own career path / learning needs with teacher / trainer, training manager or supervisor. Uses feedback from management, clients and colleagues to identify training gaps and identifies steps to improve competence</p>	<p>Personal, Cooperative</p>

**LEVEL 4**  
**PROCEDURAL**

**Reading & Writing**

Demonstrates that meaning has been gained by reading a practical text which describes a new workplace or other procedure, carries out the procedure and evaluates the text

Reads diagrammatic texts which include some abstraction, symbolism, and technicality, e.g. compares and contrasts information found in tables and charts, reads company newsletter article containing statistics on safety incidents for the month and recommendations for the implementation of new procedures to reduce the incidence of these

Interprets printed technical information to plan production, e.g. specifications for road construction

Locates and interprets relevant information for training purposes and writes up as a training plan

Assesses and records information from a variety of sources, e.g. to develop work instructions

Selects categories and structures by which to organise information and assesses information for relevance, accuracy and completeness, e.g. having checked information in a local map or street directory, orally gives direction on the best way to reach a venue and checks that these are clear

Reads a formatted text and rewrites using headings, instructions and layout that meet the needs of the audience eg operating procedures, job instructions, evacuation instructions

Prepares data for team using graphs to compare production output over a period of time, including suggested recommendations for improving production targets

Writes formal letters, comparing and contrasting at least two viewpoints and conveying a recommendation

**LEVEL 4**  
**PROCEDURAL**

**Speaking & Listening**

Communicates ideas, arguments and conclusions logically, clearly and concisely in an appropriate form and using appropriate vocabulary e.g. gives a presentation on a new or known work practice or procedure

Discusses implications of a new work procedure with supervisor and negotiates solutions/ responses to problems

Discusses causes of a problem in the workplace and negotiates solutions/ responses with supervisor

Listens to a presentation and seeks further clarification, e.g. reasons for implementing new work practices

Responds to a complex enquiry or complaint providing details of actions and explanation of specific problems

Presents talk to a group, after clarifying the needs of the audience and the purposes of the information and answers questions afterwards

Compares a new work or study routine with previous experiences in a casual conversation with colleagues or classmates

Discusses steps required to achieve performance measures with a work group

Participates in training, e.g. for the Management of Hazardous Substances

**LEVEL 4****TECHNICAL****Reading & Writing**

Reads a complex diagram and text to identify components and procedures for dealing with a technical fault or breakdown

Compares and contrasts views on technology in newspaper articles

Interprets the purposes and objectives for the use of technology after reading a brochure or manual

Selects technological practices to conform with the guidelines for health and safety, environmental impact and ethical practice, and uses them within those guidelines

Reads and interprets instructional manual to ensure technological equipment is used to its full capacity

Uses word processing skills to prepare a typed report from a hand- drafted report

Compares and contrasts different technologies and their impacts, e.g. -writes a report for new practices when using new technologies, reports on the effects of installation of new machinery

Writes a report of the impact of a particular technology for a specific audience, e.g. management committees, tripartite committees

Prepares a report on implementation issues arising from a new computer program used for tracking stock, updating mailing list

Reads Hazchem information on materials, machinery, vehicles, buildings

Uses relevant software package to prepare training material or write a weekly / monthly report

**Speaking & Listening**

Sequences complex technical instructions to ensure understanding, including pitfalls to be avoided when training others to use machinery

Provides information to others on the purposes and objectives for the use of technology after attending a training or inservice session

Discusses new technology and subsequent changes to work, study and personal routines

Follows a sequence of instructions presented orally when using new technology

**LEVEL 4****PERSONAL****Reading & Writing**

Gives a personal response to a text, e.g. gives an interpretation of an unfamiliar theme from a short poem

Reads literary texts of personal choice for enjoyment, recognising that there are varying interpretations possible

Writes a detailed narrative where ideas, details and events relevant to the storyline are developed and described in depth

Writes a recount with attention to detail, including time order, e.g. accident / incident report, notification to insurance company following car accident or burglary

Writes an autobiography with attention to detail, consciously using narrative structures to involve readers

Writes text of personal relevance drawing on varying examples, incidents, opinions and information to support a general theme or provide contrasting viewpoints, e.g. for a company newsletter

Applies research skills to obtain specific information using a range of literature and other print media as a major source, then summarises data collected to produce a written report on a topic of personal interest, e.g. prepares a report on the solar system for a class, a proposal for purchasing equipment that will benefit an individual in their work

**Speaking & Listening**

Discusses text(s) chosen to read for personal enjoyment, detailing reasons for choice and discussing alternative responses to texts

Participates actively in discussion and workshop activities, e.g. to examine the effect of personal presentation in a range of situations

Gives a personal response to a text, by discussing motives and feelings of key personalities, as well as recounting the plot

Develops and maintains own knowledge and awareness of workplace and industry issues and developments by participating in formal training

Participates in a casual conversation about matters of personal interest or concern with known and/or unknown interlocutors

Gives opinion on information gathered from a range of sources, e.g. on the benefits of purchasing a particular machine or piece of equipment, drug testing in schools

Listens to an oral text such as a speech, lecture, play or other public performance, and gives a personal and reflective response

**LEVEL 4****COOPERATIVE****Reading & Writing**

Reads and reviews content and presentation of a piece of collaborative writing

Reads a complex text which includes information presented in a variety of forms and relates to the interests or activities of work team or group, e.g. analyses charts depicting rises associated with the GST on the cost of living and compares with family expenditure

Writes clear and detailed instructions organised sequentially for members of a group in order to complete an activity, e.g. write SOP for a procedure involving several work stations

Writes organisational procedures and timeframes to take account of different roles and perspectives, e.g. as a member of a committee writes a report to resolve difficulties about definitions of job responsibilities

**LEVEL 4****COOPERATIVE****Speaking & Listening**

Orally presents a written report with a number of defined sections, e.g. report on supply of faulty parts including description of problem, data collection and analysis, recommendations for improvement, writes and delivers a thank you speech

Participates in a workplace team meeting by writing agenda items and reports, and recording outcomes from meetings

Listens and responds constructively, contributes alternative ideas, expresses ideas and opinions, gives feedback to achieve outcomes in addressing a work-related issue

Listens to a range of sustained material, such as presentations by guest speakers, recordings, and information videos, on challenging ideas and issues, noting key ideas and information in a systematic way

Consults with others to develop, implement and review strategies for internal dissemination of information to ensure written communication meets needs of audience

Draws on a range of communication strategies in workplace interview situations to establish rapport, elicit facts and information, facilitate resolution of issues, develop action plans, and diffuse potentially difficult situations

Participates in casual conversational exchanges in a small group context to address a complex workplace issue e.g. identifies and clarifies issues, identifies and locates possible resources, discusses best solutions and draws recommendations together

**LEVEL 4**  
**SYSTEMS**

**Reading & Writing**

Reads information in a pamphlet and comprehends in detail, e.g. course entry requirements

Compares and contrasts information gained from tables, charts, and other text types e.g. on materials or products to determine suitability of cleaning chemicals for use in laboratory, superannuation funds, private health insurance options, reads a pamphlet outlining employee benefits and states difference between two types of benefits

Maintains workplace documentation, including adding information and data to records to keep them up to date

Prepares job application documents, e.g. writes a comprehensive application for a position addressing technical performance criteria, after reading a position description

Writes a range of text types with work-related content, e.g. memos, agendas, minutes, emails and maintains records on a computer

Records interviews with regard to appropriate protocols e.g. warning to employee about late returns from lunch

Consults with others to develop, implement and review strategies for internal dissemination of information to ensure written communication meets needs of audience

Demonstrates understanding of text describing complex interrelationships of events e.g. –writes a letter to a customer apologising for a lost item, prepares a report for the manager detailing problem and steps taken to address the problem

Assesses and records information from a variety of sources, e.g. supervisor recording / reporting monthly construction project activities

**LEVEL 4**  
**SYSTEMS**

**Speaking & Listening**

Participates in staged negotiations which require exchanges of information, e.g. a job interview

Sequences workplace instructions to meet the needs of a culturally and linguistically diverse workforce by using clear, unambiguous language, checking for misunderstandings and providing practical demonstrations

Makes a brief presentation at a formal meeting

Participates in negotiations in the workplace, e.g. matching resources to meet clients specifications

Gives opinion on information gathered from a variety of sources

Listens strategically and systematically records spoken information in an institutional setting presentation

Discusses organisational or systems operations in a casual conversation with colleagues, supervisors, managers, teachers / trainers

Discusses systems requirements in a conversation with a known or unknown interlocutor, e.g. exchanges recounts of personal experiences in accessing community resources and service provision

Facilitates team discussions e.g. on suggested changes to work practices, implications of workplace mission/vision statements with work team

**LEVEL 4**  
**PUBLIC**

**Reading & Writing**

Reads / reviews current news items and contemporary issues as reported and depicted in the media and takes notes which accurately reflect and capture information in a newspaper item or TV program, providing more than one viewpoint, and some relevant supporting details

Distinguishes fact from writer's opinion in a newspaper article offering at least two points of view

Writes a text drawing on a number of varying examples, incidents, opinions or facts to support a general theme, stating and justifying a personal viewpoint, e.g. writes a letter to a local paper expressing an opinion on a local issue and providing supporting evidence

Writes a report that classifies details into sections, e.g. report for a local newsletter reporting on community welfare services as outlined in a local council brochure

Demonstrates understanding of text describing complex interrelationships of events e.g. writes a letter to a customer apologising for a lost item, prepares a report for the manager detailing problem and steps taken to address the problem, show a pattern in oil exports across years

Describes the interrelationships depicted in tabular form, e.g. report of a survey comparing a range of opinions on a matter of public importance

Reads and analyses text(s) to separate facts from opinion, e.g. newspaper article, pamphlet from candidate standing for election

States in writing an argument presented in a lengthy newspaper article

**LEVEL 4**  
**PUBLIC**

**Speaking & Listening**

Reads / reviews and discusses current news items and contemporary issues as reported and depicted in the media and summarises issues orally to accurately reflect and capture information as presented, e.g. analyses government policies regarding discrimination on the basis of race / ethnicity

Gives prepared talk to own community group on a personally familiar subject, e.g. an issue of community importance

Participates in formal public meetings

Demonstrates understanding of oral presentation by taking comprehensive, structured and systematic notes of, e.g. a Legal Aid talk containing abstractions and technicalities

Participates in discussion to identify and remedy problems / complaints and disagreements with clients

Provides information on ways in which misunderstandings between people may occur because of differences in cultural backgrounds, , identifies and analyses value judgements, prejudices and stereotypes presented in spoken or written texts e.g. to employees working in the public area such as outdoor workers, public utilities, customer service, to community meeting about progress on construction project

<b>LEVEL 4 NUMERACY</b>	<b>Dominant Aspect(s) in which activity is likely to occur</b>
Uses ratio and scale to interpret dimensions on a basic plan	Technical, Systems
Applies similarity and ratio to estimate and calculate lengths, e.g. finds height of a building, a tree	Procedural, Technical
Compares quality and costs of using imported vs Australian products	Cooperative, Personal, Public
Applies formulae, calculates and interprets results relevant to a familiar practical situation, measuring the dimensions needed and substituting them into the formula, adjusting units where necessary e.g. length of edging for circular garden or pond, capacity of a water tank or bath	Technical, Systems, Procedural
Calculates and contrasts workplace data e.g. output from particular machines	Systems, Technical
Presents information in appropriate graphical format to show different interpretations and influences e.g. customer satisfaction survey, number of calls to call centre, analysis of government spending on education	Systems, Public, Technical
Reads diagrammatic texts which include some abstraction, symbolism, and technicality e.g. compares and contrasts information found in tables and charts	Systems, Technical
Uses area and perimeter to calculate a range of options, e.g. given a certain length of fencing, plan a range of options for paddock dimensions which meet specific requirements, materials needed to do a job to customer specifications, including estimate of costs	Technical, Systems, Procedural
Calculates and contrasts a range of figures with different variables, e.g. monthly income from average sales, given a variety of options involving retainers and commission rates	Personal, Procedural, Systems
Reads and analyses production data to map against team goals	Cooperative, Procedural, Systems, Technical
Prepares data for team using graphs to compare production output over a period of time, including suggested recommendations for improving production targets	Cooperative, Procedural, Systems, Technical
Interprets and calculates with signed numbers connected with quantities in real world situations, e.g. changes in wind speed and direction, N to S or E to W	Personal, Public

<b>LEVEL 4</b> <b>LEARNING STRATEGIES</b>	<b>Dominant Aspect(s)</b> <b>in which activity is</b> <b>likely to occur</b>
<p>Analyses a range of work methods and practices in order to inform ways in which personal performance may be improved</p>	<p>Personal, Procedural, Systems</p>
<p>Identifies and documents short and long term goals in relation to upgrading current skills for career development including strategies for achieving these</p>	<p>Personal, Systems</p>
<p>Selects appropriate training course to meet preferred learning styles and time commitments e.g. distance learning, on-line delivery, face to face learning</p>	<p>Personal, Public</p>
<p>Works in a group or workplace team, in order to complete a collaborative task and establish a support network for learning e.g. negotiates all aspects of the project, defines and clarifies outcomes, designs and adheres to schedules, uses appropriate resources and meets deadlines</p>	<p>Cooperative, Procedural</p>
<p>Accesses information from a range of sources such as online, library catalogues and integrates to prepare a report , e.g. new ventilation system for extracting noxious smells from a production area</p>	<p>Technical, Procedural, Cooperative, Systems</p>
<p>Organises own study program to achieve a negotiated outcome with consideration of other personal and work priorities, e.g. formulates a study plan that accommodates work, home and leisure activities</p>	<p>Personal</p>
<p>Considers the appropriateness of learning materials and resources in terms of sociocultural references, e.g. awareness of bias, invisibility or misrepresentation of cultural or social groups</p>	<p>Public</p>
<p>Finds and records information purposefully, e.g. compares different reference sources and assesses each for a given purpose or selects a note-taking strategy suited to the task and information source</p>	<p>Procedural</p>
<p>Uses appropriate technological materials in order to complete negotiated tasks or to participate in classroom activities, e.g. uses a computer catalogue in order to locate material in local library</p>	<p>Technical, Systems</p>
<p>Uses academic classification systems in order to complete a learning task, e.g. uses the Dewey system for research purposes, applies knowledge to gather information for a written piece of work, or keeps a record of new technical terms or procedures</p>	<p>Systems, Procedural</p>

**LEVEL 5**  
**PROCEDURAL**

**Reading & Writing**

Follows a complex flow chart in order to identify and distil relevant information, e.g. tracks source of non-compliance through process

Reads and analyses a complex procedural text which may include topical information and commentary as well as instructions

Reads an EBA and understands stated aims and implicit implications

Demonstrates that meaning has been gained by reading a procedural text that is complex in presentation and content, and describes an unfamiliar procedure, e.g. explains procedure for operating a complex piece of machinery

Writes a detailed procedural text, including alternative courses of action, after defining the needs of the audience and the purposes of the information, e.g. develops work instructions from a machinery or equipment manual in which print is supported by graphics, diagrams, charts taking into account the needs of a culturally and linguistically diverse workforce

Writes a departmental plan based, for example, on task analysis, survey of workers, and financial information

Writes assessment tasks using language which mirrors the language used to demonstrate competency in the specific workplace context

Prepares required documentation for assessment purposes using clear and comprehensible language and layout

Reads a report from an OHS consultant recommending new safety practices that should be implemented

Prepares a departmental plan for the work group, identifying work roles and production targets

**LEVEL 5**  
**PROCEDURAL**

**Speaking & Listening**

Negotiates with a work group to achieve outcomes e.g. different ways of performing tasks, a new work roster

Provides clear and constructive feedback to persons being assessed, provides guidance on future goals and training opportunities and advises on appeal mechanisms

Participates in a casual conversation with colleagues, supervisors or managers and discusses the implications of new work procedures and how these will affect different people

Listens and provides evaluative feedback at a training session on new procedures

Participates in negotiations in how to undertake the development of a workplace strategic plan

Delivers training by presenting information in logical steps, making adjustments to own language to meet needs and language and literacy skills of trainees, and encourages trainees participation by conducting discussion, asking probing questions, and using active listening techniques

In a training session, explains the required competencies, confirms training participants understanding, and provides constructive feedback to training participant

**LEVEL 5**  
**TECHNICAL**

**Reading & Writing**

Writes a report which includes a detailed analysis of new technology as applied in a particular workplace or environment

Compares and contrasts technical specifications provided in a number of technical journals in order to recommend purchase or use of a particular system, machine or equipment

Makes written recommendations based on comprehension of complex technical information presenting different solutions to a problem, e.g. recommends purchase system, machine or equipment

Uses technological principles to reduce constraints by environmental or physical capacity e.g. writes a report which compares the effectiveness and efficiency of manual and computerised record management systems

Prepares a written or oral report which critically evaluates the content, structure, and purpose of technical texts including graphic, diagrammatic or numerical information

Draws from a number of sources and uses computer skills to prepare a report, e.g. a CV and job application letter

Adapts tasks instructions to suit changes in technology e.g. writes plain English instructions for the operation of a new machine based on the manufacturer's instructions

Prepares a simple "how to" reference sheet for team members adapted from a manual for a newly installed piece of machinery

**Speaking & Listening**

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

Participates in formal training to develop and maintain own knowledge and understanding of new workplace technology, e.g. contributes to discussion on possible issues which could arise with introduction of new equipment

Leads and/or facilitates group discussion which explores solutions to specific problems with new technology e.g. implementation issues arising from changing work practices as a result of a new computer program installed in the warehouse, factory

Listens to and makes inferences from information given at a training session or inservice on new technology and takes notes or comments on possible implications and advantages for the workplace

**LEVEL 5****PERSONAL****Reading & Writing**

Critically evaluates information on possible management courses as part of own Performance Appraisal Review

Reads / views factual or fictional texts of personal relevance, and responds both personally and critically, commenting on the wider significance of the text

Writes a personal letter which details complex personal circumstances / responses where a level of subtlety is required

Generates creative texts for personal enjoyment

Writes a narrative about an incident with the main purpose to entertain rather than alarm

**Speaking & Listening**

Takes part in a complex spoken exchange e.g. comforts a distressed friend or colleague

Participates in a discussion characterised by exchange of ideas and opinions supported by examples / evidence drawn from texts

Listens to and critically reviews a complex oral text of personal interest e.g. a theatrical performance, radio program, public debate or ritual

Participates in a formal job interview applying knowledge of staging and relating past experience to selection criteria

Discusses changes in personal domestic routines and procedures in terms of work requirements and job role

**LEVEL 5****COOPERATIVE****Reading & Writing**

Reads and makes editorial suggestions for a piece of collaborative writing

Reads a text and reviews for a particular group or audience

Reads a series of complex texts which include commentary or interpretative remarks and discusses how these may relate to work team e.g. analyses information comparing the impact of the global economy on the cost of producing local product and the implications for sales

Reads papers accompanying a meeting agenda to participate in group decision making

Writes a report of an investigation which requires a small group to design, implement, analyse and present results in appropriate format

Presents detailed research arguments in written form to a work team

Develops a written collective response e.g. letter of complaint about workplace conditions, cutbacks to funding for local / community service such as library, childcare centre, drop in centre

**Speaking & Listening**

Presents detailed researched arguments to a work team orally

Defines and monitors purposes and objectives to be achieved by working with others and establishes roles, procedures and timeframes taking into account different perspectives, e.g. works with a group to construct an action plan to develop an effective work climate

Observes conventions of the Australian work context to provide briefings, e.g. discusses the progress of a report with a departmental manager or work team, talks to a written report to a group of senior managers discussing implementation of recommendations from work team

Explores ideas in discussion, by comparing them with those of peers and others, building on others' ideas to advance discussion, and questioning others to clarify ideas

Engages in informal discussion with a number of participants

Listens to a range of sustained material, such as presentations by guest speakers and informative videos on challenging ideas and issues, noting key ideas in a systematic way and including evaluative comment on how these ideas may be applied to group activity or interest

**LEVEL 5**  
**SYSTEMS**

**Reading & Writing**

Reads and views a variety of texts on an issue examining point of view, selection, omission and use of evidence, and makes a judgement

Reviews, analyses and considers departmental strategic and marketing plans for impacts on future planning

Reviews relevant national, state and local legislation and / or regulations relevant to job role, in the light of the organisation's activity

Reads graphic texts drawn from a number of different sources representing differing points of view

Writes a detailed CV with supporting documentation

Participates actively in a meeting by taking detailed minutes

Writes a position paper / report based on analysis of data and consultations conducted with a range of stakeholders e.g. external and internal customer feedback on quality of service

Prepares report in accordance with organisational guidelines including data recorded during the process, difficulties or issues faced, recommendations for future planning and cost implications

Identifies, analyses and evaluates information from a wide variety of sources, e.g. carries out a task analysis in order to design and develop a training program for implementation in the workplace

**Speaking & Listening**

Presents a report, drawing on a number of varying examples, incidents, opinions or facts to support a generalised overview or opinion, e.g. facilitate discussion on workplace issues such as Enterprise Agreement conditions, changes to work hours

Participates in a lengthy interview or workshop with an educational or careers counsellor providing, requesting and negotiating information and exploring a variety of alternative courses of action

Takes part in negotiating a problematic and complex workplace exchange e.g. an Enterprise Agreement, organisational problem

Discusses organisational or system requirements in a casual conversation with colleague, supervisor, friend or teacher / trainer, e.g. discusses suitability of skills and prior experience for an advertised position or in-house promotion

Maintains informal communication channels within and outside the work area to monitor developments that may affect the work area, making judgements about the veracity of the information

Takes notes on information presented orally e.g. takes notes from a lecture or management meeting which capture the key points and supporting information

**LEVEL 5**  
**PUBLIC**

**Reading & Writing**

Reads a complex newspaper article, identifies misleading information and underlying value system implicit in the text, and draws conclusions evaluating what is being conveyed e.g. Reads a newspaper account of public consultations regarding workplace operations eg disposal of noxious product

Considers the context in which texts are created and discusses how these are reflected in written and visual texts that have specific meaning to a culture

Reads an article presenting alternative viewpoints, summaries these, and presents the comparison in an article

Designs a survey to ascertain customer satisfaction levels and considers ways in which to evaluate responses

Evaluates public texts critically, e.g. notes how writers use techniques to influence audience

Writes for specific audience and conveys detailed information and explores different perspectives on complex, challenging issues e.g. revises a sexist, racist or needlessly complicated leaflet

Writes an article for a local community newspaper on a complex issue, presenting alternative views and evidence, and a conclusion

Uses text presented in tabular form as a basis for writing a report e.g. uses a table depicting information about parental involvement in school to write a paragraph summarising the extent to which parents and teachers agree about the level of involvement

Designs notices/brochures for the general public, e.g. forthcoming public works

**LEVEL 5**  
**PUBLIC**

**Speaking & Listening**

Evaluates others' spoken texts critically and uses this knowledge to improve own formal speech activities e.g. drafts and devises cue cards, reads aloud to check timing, anticipates expectations and needs of listeners

Determines customers requirements through open-ended questioning, active listening, paraphrasing and summarising, and adjusts own language to meet language of customer

Uses knowledge of linguistic structures and features to explain how speakers influence audiences e.g. comments on how presentation is adjusted according to audience, and/or the purpose of communication

Notes key ideas, issues, and evidence from a verbal presentation about a topic of community relevance, and acknowledges these when presenting own view

Participates in public debate by presenting a report featuring a clear introduction to the topic, supporting examples / evidence to justify the writer's opinion, suggestions for action if appropriate, and a suitable closing statement

Delivers a sustained oral presentation on an issue of public concern using appropriate staging and including an open question time at the end of the talk

Listens to and reviews a complex and sustained oral text containing multiple agendas, for example a political speech on a particular issue, and comments on the implied assumptions and intentions of the speaker and the effectiveness of the presentation

<b>LEVEL 5</b> <b>NUMERACY</b>	<b>Dominant Aspect(s)</b> <b>in which activity is</b> <b>likely to occur</b>
<p>Undertakes a detailed analysis of finance options for purchase of an item e.g. hire purchase, personal loan, cash, term payments, rental / buy, layby</p>	<p>Public, Personal, Systems</p>
<p>Calculates distance, length and location using the trigonometry and geometry of triangles in relevant situations e.g. uses dimensions provided on a scaled plan of a roof to find the pitch or slope of the roof. Calculates quantities of materials to tile the roof applying a 4% allowance for wastage</p>	<p>Procedural, Systems, Technical</p>
<p>Plans and gathers statistical information on a negotiated topic from a variety of sources including government, industry and media about relevant community or workplace issues. Graphically represents and analyses trends for a particular workplace or community purpose. Presents, individually or in a team, a workplace report expressing a viewpoint which is substantiated by discussion of supporting statistical evidence</p>	<p>Cooperative, Public, Technical, Procedural</p>
<p>Interprets and applies metric quantities and number in scientific notation e.g. specification diagrams drawn to scale and using common mathematical signs and symbols. e.g. diagrams, plans, parts, constructions</p>	<p>Technical, Public</p>
<p>Uses financial formulae e.g. simple and compound interest to calculate and contrast the interest incurred in borrowing money from financial institutions</p>	<p>Public, Systems, Technical</p>
<p>Selects appropriate graph types to represent specific information e.g. modelling growth of bacteria in a petri dish over time, gate takings compared to number of spectators at a sporting event</p>	<p>Systems, Public</p>
<p>Calculates the resources needed e.g. raw materials, product, time and personnel, to plan work schedules</p>	<p>Cooperative, Systems, Technical</p>
<p>Develops rosters to cover work requirements, taking into account absenteeism and leave entitlements</p>	<p>Procedural, Systems, Cooperative</p>

<b>LEVEL 5</b> <b>LEARNING STRATEGIES</b>	<b>Dominant Aspect(s)</b> <b>in which activity is</b> <b>likely to occur</b>
<p>Evaluates situations or processes, assembles evidence, examines assumptions, identifies contradictions and makes judgements e.g. generates ideas using brainstorming and focussed approaches to plan research according to particular purposes and fields of knowledge</p>	<p>Procedural, Cooperative</p>
<p>Reviews own and group performance on completion of workplace or training project e.g. describes difficulties in completing task and discusses ways of improving performance</p>	<p>Personal, Cooperative, Systems</p>
<p>Makes reflective observations about nature of course, delivery of program by teachers / trainers, presentation and procedural requirements for particular disciplines and incorporates these in an evaluation of learning experiences</p>	<p>Personal, Systems</p>
<p>Reviews performance of training program provided by external institution or in house by consultant in the light of comments from participants and makes recommendations on how the learning opportunities for future participants could be improved</p>	<p>Public, Systems, Procedural, Cooperative</p>
<p>Selects from a wide range of technological equipment in order to meet a number of learning requirements, and provides support or makes recommendations for other users, e.g. evaluates social and/or environmental issues concerning technology and relates to own use and learning environments</p>	<p>Technical</p>
<p>Reviews performance in relation to institutional requirements of a learning program, e.g. evaluates program in terms of its relevance to particular learners and how it has met the future employment goals or community access needs of individuals</p>	<p>Public, Personal</p>