

Student's Name:	
Course Code and Title:	

SECTION A: Student to complete – Self Assessment

The checklist below is a self-assessment to help you consider how you could benefit from core skill support (language, literacy and numeracy) in your program.

Checklist 1: General indicators of core skill support needs

Indicator			Comments
Do you have a disability that could have impacted on your ability to learn in the past?	□ Yes	□ No	
Have you had an interrupted schooling?	□ Yes	□ No	
Have you started other training but have not completed it?	□ Yes	□ No	
Have you had long periods of unemployment?	□ Yes	□ No	
Have you been out of the education and training system for a very long time?	□ Yes	□ No	
Is English your first language?	□ Yes	□ No	
Do you have trouble working with numbers?	□ Yes	□ No	
Do you need help with reading and completing forms?	□ Yes	□ No	



SECTION B: <u>Student</u> to complete

To help us with to determine the suitability of the chosen course to your learning needs and to identify whether you may require any language, literacy or numeracy support during the studies Please complete the following questions.

(Source: Commonwealth of Australia, 2013 Core LLN skills assessment interview form)

Question 1

Write a message below in a form of an email to your friend describing the objective of your favourite sporting game.

Describe what is required to win the game (i.e. explain how the game is structured and scored).

Below is a list of suggestions of sporting games; choose ONE sport in your email to your friend:

- 1. Australian Rules Football
- 2. Cricket
- 3. Soccer
- 4. Golf
- 5. Choose a game of your own.

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022

🔒 uia.edu.au

Pre-Training Review (PTR) and Language,
Literacy and Numeracy (LLN) Test



Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022

Page 3 of 15

RTO No.: 41544 | CRICOS: 03511G | ABN: 79 132 349 681 Ultimate Institute of Australia (UIA)



Question 2 - Study the following floor plan and complete the questions that follow: This activity involves the use a floor plan and extracting specific information:



A. The kitchen has been marked on the floor plan above for you. Use the following information to mark the other rooms on the floor plan:

- the living room is the largest room in the house mark 'LR'
- the bathroom/laundry is the smallest room in the house mark 'BL'
- bedroom 1 is a square shape mark 'B1'
- bedroom 2 is smaller than bedroom 1 mark 'B2'
- the study room is next to the bathroom/laundry mark 'SR'

B. What are the measurements of the following rooms

Room	Length	Width
Bedroom 1		
Bedroom 2		
Living room		
Bathroom/laundry		

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022 Page 4 of 15



C. What is the area (length multiplied by width = square metres) of the following rooms?

Room	Area in m² (L x W)
Bedroom 1	
Study room	
Kitchen	
Bedroom 2	
Living room	

D. You need to put floor covering in bedrooms 1 and 2. How much floor covering, in square metres (m²), will you need? Show how you work this out.

E. The floor covering costs \$110.00 per square metre. What is the total cost? Show how you work this out.





Question 3 - Read the following case study related to Workplace safety and answer the four questions that follow it:

The lack of clear instructions and proper supervision in the dangerous business of demolition lay at the core of a breach of the Occupational Health and Safety Act that resulted in a \$75,000 fine being imposed on a demolition company in the Industrial Relations Commission.

This conclusion by Justice Bryan in the case that led to two workers sustaining serious injuries after a building collapsed sent a clear safety message to all demolition operators, the Acting General Manager of WorkSafe Victoria said today.

In 2013 the defendant was contracted to demolish a number of buildings on the old Docklands site in Melbourne.

On 30 May one of the buildings was being demolished in a method known as controlled collapse.

Two employees of the defendant were on a scissor lift cutting timber roofing frames inside the building when the structure collapsed, toppling the lift.

One worker sustained a compound fracture to one arm, injuries to the liver, fractured ribs and a fractured pelvis.

The other employee suffered a fractured pelvis, loss of several teeth, and injuries to his tendon, cheek and mouth.

The court heard that hinge cuts and rust in several of the building's steel supports had weakened the structure and contributed to its collapse.

Justice Bryan said that the absence of the demolition supervisor as approved by the defendant's state manager, and his replacement with someone who was not experienced enough for such a dangerous operation, was a serious error of judgement in respect of the defendant's responsibilities under the Occupational Health and Safety Act.

Answer the following questions related to the above case study:

1. What legislation was breached in the above case study?

2. Identify the workplace hazard/s described in case study?

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022 Page 6 of 15

🔒 uia.edu.au



3. Describe the factors that contributed to the accident?

4. Why was the employer held responsible for the accident?

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022

RTO No.: 41544 | CRICOS: 03511G | ABN: 79 132 349 681 Ultimate Institute of Australia (UIA)





Question 4 - Speaking - State your opinion - This activity requires students to contemplate their opinion on the

following subject:

Sustainability is a word used in many contexts:

- Environment
- Improved productivity
- Business Improvement
- Economic sustainability
- Culture of an organisation

<u>Your task is to consider</u>: What does sustainability means to you? Express how sustainability impacts your personal life and working life?

Instructions to student:

You will present on your opinion with the UIA Assessor during their interview with you. Prepare for your talk by making notes that you can refer to while you are discussing your opinion. Think about the audience or group members, about how you are going to structure your viewpoint, and about the vocabulary and context that you will use.

When you are discussing you viewpoint refer to your notes and think about your pronunciation, the appropriate flow of your speech and using appropriate gestures and stress to convey your meaning. You may use the below to make notes.

Student's Signature:
Date:

END OF TEST. CONTINUE NEXT SECTIONS WITH UIA ASSESSOR.

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022 Page 8 of 15





SECTION C: Candidate to complete with your UIA Assessor

Part 1 – CT/Recognition of Prior Learning (RPL) assessment

- Do you wish to apply for Credit Transfer? Yes No
 If yes, you will need provide copies of your certified Certificate/Transcript. The UIA assessor will indicate any potential credit in the CT column below.
- 2. Do you wish to apply for RPL equivalency? Q Yes Q No

If yes, please discuss with the UIA assessor who will indicate which unit/s of competency or skills sets may be eligible for RPL.

The process for RPL includes the following (but is not limited to):

- Candidate completing a self-evaluation
- Candidate providing evidence and third party reports and/or supporting evidence
- Formal Interview with assessor (either face to face or telephone/skype) to confirm existing skills and knowledge
- Verification of supporting evidence by assessor
- Determination of competence by assessor

BSB60120- Advanced Diploma of Business Units of Competency		ст	RPL
BSBCRT611	Apply critical thinking for complex problem solving		
BSBFIN601	Manage organisational finances		
BSBOPS601	Develop and implement business plans		
BSBSUS601	Lead corporate social responsibility		
BSBTEC601	Review organisational digital strategy		
BSBLDR601	Lead and manage organisational change		
BSBCMM511	Communicate with influence		
BSBINS601	Manage knowledge and information		
BSBSTR601	Manage innovation and continuous improvement		
BSBSTR602	Develop organisational strategies		

Notes relating to CT / RPL outcome (if required):

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022 Page 9 of 15

🔒 uia.edu.au



Part 2 – Oral interview to determine suitability of the qualification to the student's learning needs

The purpose of this section is to determine the suitability/appropriateness of this course to the student's needs.

The UIA assessor will take into account several factors to make a determination. These factors include but are not limited to:

- ACSF outcome
- Interview result
- Previous training and employment
- Career objectives and students needs
- Others

Questions:

Q1. Tell me which best describes your motivation for undertaking your training. (Choose one and provide some explanation).

- **D** To help me find a job
- □ To support my current career and improve my chances for promotion
- **D** To help me change careers
- General interest

Q2. Are you aware you may/will be using a student visa in undertaking this course and you are aware of its requirements?

Q3. What skills do you think you will learn from doing this course?

Q4. Why do you believe this course is suitable to you?

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022 Page 10 of 15

RTO No.: 41544 | CRICOS: 03511G | ABN: 79 132 349 681 Ultimate Institute of Australia (UIA)





SECTION D: UIA Assessor to complete

Core LLN skills assessment interview form

Target core skills

This task covers

- ACSF Numeracy Levels 1, 2, 3 & 4
- Writing at Levels 3 and 4
- Reading at Levels 3
- Oral Communication Levels 3 and 4

Target audience

This PTR/LLN can be used within any industry.

Content coverage

This indicator tool is used to guide pre-enrolment suitability and LLN assessment. It will provide an opportunity to gather information about the candidate's suitability for their chosen course and oral communication, numeracy, writing, reading and learning skills.

Not all questions will be directly relevant to the students work experience. The oral section (Question 4) is designed to form the basis of a discussion with the assessor using prompts to stimulate discussion (not provide answers).

The generic writing tasks can be used to assess writing performance. It can also be used to confirm a writing level that may have been demonstrated in another task in the assessment, but where you are not sure about the level of performance.

The second task (Question 2) requires students to read a floor plan, which includes interpreting a diagram, filling in information on a chart and carrying out numerical calculations (use of a calculator is permitted).

The stimulus for the third activity (Question 3) is a case study involving an Occupational Health and Safety scenario. The activity's focus is on reviewing the candidate's learning and writing skills by accessing the information in the case study and identifying issues regarding workplace health and safety.

The final task (Question 4) is an open-ended speaking task designed to assess a candidate's ability to communicate an opinion directly to the assessor, using appropriate structures and strategies in a spoken text.

Assessors would be wise to confirm any levels from this task with another specific task if they have concerns. This could mean issuing another indicator tool in the UIA PTR/LLN resource bank, where more evidence may need to be demonstrated in order to be confident in the rating provided. If an assessor has concerns regarding behaviours during the student's participation in the PTR/LLN, please document using the last page of this review.

Instructions to Assessor

Tasks require the candidate to:

- Choose a topic and write an explanation
- Read and interpret a floor plan
- Complete numerical tasks and write answers to questions based on information provided (use of calculator is permitted)
- Read a case study and answer key questions regarding Occupational Health and Safety
- Respond to the topic in a spoken text that addresses audience and purpose, register (level or social setting), cohesion and structure, grammar, vocabulary, pronunciation and verbal communication

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022 Page 11 of 15





Assessors may provide 'general' clarification if asked however they may not prompt or answer a question with a clear decision. The PTR/LLN is an indicator tool that will be used to assist the student in providing a course is suited to their needs.

<u>Once all questions have been answered complete the ACSF Summary Page.</u> If any, provide details of additional student support/reasonable adjustments required to be provided to the student. Forward onto the Admissions Team for processing.

Question	ACSF skill level indicator	Domains of Communication
1	Writing	Workplace and employment and/or
	3.05, 3.06, 4.05	Education and training
2 a	Numeracy 1.10, 1.11	Workplace and employment and/or
2 b	Numeracy 2.09 2.10	Education and training
2 c	Numeracy 3.09 3.10 3.11	
	Digital Literacy	
2 d	Numeracy 2.09 3.10 3.11	
	Digital Literacy	
2 е	Numeracy 3.10, 3.11	
3	Reading 3.04	Workplace and employment and/or
	Learning 3.02	Education and training
4	Oral	Personal and community,
	3.07 or 4.07	Workplace and employment and/or
	Learning	Education and training
	3.02, 4.01	

ACSF Mapping Guide – you may refer to the following when recording the ACSF level:

NOTE: The Spikey Profile describes the minimum ACSF levels for the proposed course (dotted line).

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022 Page 12 of 15







ACSF Summary Page

UIA Assessor to complete. Please summarise Student's current core skills based on their ability to complete to PTR/LLN.

ACSF Summary		
ACSF Skill	Student's Current ACSF Level 1 - 4	Detail Student Support Needed (if any)
Learning		
Reading		
Writing		
Oral / Communication		
Numeracy		
Digital (use of calculator, mobile phone, computer, iPad) – Observational assessment	SatisfactoryNot satisfactory	

Current ACSF core skills

Please plot student's current level using the Spiky Profile below



Blue line- the expected ACSF exit levels Black line – Student's current ACSF levels: *Assessor to complete*





Results of the PTR/LLN

	Review	deems applicant is <u>suitable</u> to gain admission into the course Good understanding of course outcomes Appropriate ACSF Levels/LLN Skills Relevant/appropriate learning needs to this course Suitable career objectives
	Review	deems applicant is <u>not suitable</u> to gain admission into the course Lack of understanding of course outcomes Inappropriate ACSF Levels (significantly below required exit levels) Individual learning needs that do not match the course outcomes Career objectives that do not match the course outcomes
Notes:		

TrainerTrainerDate:Name:Signature:





UIA Use Only: UIA Representative / Assessor Trainer to record behaviours observed at PTR/LLN interview. Checklist 2: Core skill observations of students		
The student was reluctant to complete paperwork or take notes on the spot (she/he finds ways to avoid the task, such as not having pen or paper, or delegating to someone else).		
The student was reluctant to read on the spot and may say that she/he will read materials later – or finds excuses to avoid the task (such as not having reading glasses).		
The student relied on the assessor to interpret or translate information or complete paperwork.		
The student has difficulty with English language skills (For example, s/he may be able to understand key words and facts, ask simple questions in order to clarify, give and respond to simple instructions, and use non-verbal cues to work out meaning; but may struggle to follow a series of instructions or ideas in English).		
The student prefers to receive information face-to-face or in written form, rather than use the telephone or any other media.		
The student is unfamiliar with the training context – for example, interrupts inappropriately, does not attend to key pieces of information, or asks questions which are largely irrelevant or unconnected to the points being made.		
Other (as appropriate):		

Document Title: PTR_LLN | Version: 1.1 Next Review: February 2022 Page 15 of 15