

LLN Assessment Diploma Level



ROSEWOOD
INTERNATIONAL COLLEGE

Background

Registered Training Organisations' have a responsibility to identify the language, literacy and numeracy needs of all students prior to the delivery of training and assessment services. This enables a training organisation to tailor its support services to meet individual student requirements.

This LLN Self-Assessment Tool is designed to assess the core skills of learning, reading, writing, oral communication and numeracy as described in the Australian Core Skills Framework (ACSF).

Instructions to students

This self-assessment is suitable for students wishing to enrol into a Diploma level qualification, who have not previously completed a Certificate IV level course or above.

The tasks in this LLN Assessment are similar to the types of tasks that you will need to complete as part of the course that you are intending to enrol into.

This is not a test and it is not counted towards your overall results. It is designed to help your trainer to identify any areas where you may need further assistance or support in your training.

This LLN Assessment should take approximately 45 minutes to complete.

If you have already undertaken this LLN self-assessment with Rosewood International College, please notify the RTO Manager or your Trainer/Assessor.

Instructions

- Please read each question carefully and then answer them as fully as possible
- Please do not leave any spaces blank or questions unanswered
- Do not accept any help from another person
- It is in your best interest please be honest!

CANDIDATE DETAILS

Family Name:	
Given Name:	
Course Name	
Date of Birth:	Day/Month/Year ____ / ____ / _____
Email Address:	
Do you speak a language other than English at home?	<input type="checkbox"/> No English only <input type="checkbox"/> Yes, other – please specify _____



1. Read the Safety Data Sheet provided and answer the questions that follow.

SAFETY DATA SHEET

*Note: This document has been prepared for assessment purposes – it is **not** an approved SDS.*

Product Name: **MINERAL TURPENTINE**

Emergency telephone number: **1300 237 6148**

HAZARDS IDENTIFICATION

CLASSIFIED AS **HAZARDOUS** ACCORDING TO CRITERIA OF WORKSAFE AUSTRALIA.

DANGEROUS ACCORDING TO THE CRITERIA OF THE AUSTRALIAN DANGEROUS GOODS CODE.

May cause lung damage if swallowed. Repeated exposure may cause skin dryness or cracking.

Vapours may cause drowsiness and dizziness. Keep out of the reach of children. Do not breathe vapour. Avoid contact with skin.

Dangerous for the environment. Avoid release to the environment. Toxic to aquatic organisms may cause long term adverse effects on the aquatic environment.

If swallowed, do not induce vomiting: seek medical advice immediately and show container or label.

SIGNS AND SYMPTOMS

May include a burning sensation and/or a dried/cracked appearance. Other signs and symptoms of central nervous system (CNS) may include headache, nausea and lack of coordination. Respiratory irritation signs and symptoms may include a temporary burning sensation of the nose and throat, coughing and/or difficulty breathing. If material enters lungs, signs and symptoms may include coughing, choking, wheezing, difficulty in breathing, chest congestion, shortness of breath, and/or fever. Auditory system effects may include temporary hearing loss and/or ringing in the ears.

FIRST AID TREATMENT

Swallowed	If swallowed, do NOT induce vomiting. Transport to nearest medical facility for additional treatment. If vomiting occurs spontaneously, keep head below hips to prevent aspiration.
Eye	If in eyes, hold eyes open, flood with water for at least 15 minutes. If redness, burning, blurred vision, or swelling persist transport to nearest medical facility for additional treatment.
Skin	If skin contact occurs, remove contaminated clothing and wash skin thoroughly with water and follow by washing with soap if available.
Inhaled	Remove victim from exposure if safe to do so. If rapid recovery does not occur, transport to nearest medical facility for additional treatment. Remove contaminated clothing.
First Aid facilities:	Fresh water should be available to rinse eyes or skin. Provide eye baths and safety showers.



PERSONAL PROTECTIVE EQUIPMENT

Respiratory protection: If work practices do not maintain airborne level below the exposure standard, use appropriate respiratory protection equipment. When using respirators, select an appropriate combination of mask and filter and select a filter for organic gases and vapours (boiling point > 65 Deg C). Respirators should comply with AS1716 or an equivalent approved by a state/territory authority.

Hand protection: Use solvent resistant gloves. Nitrile for longer term protection or PVC and neoprene for incidental splashes.

Eye protection: Wear safety goggles.

Protective clothing: Use chemical resistant glove/gauntlets, boots and apron. Skin protection not ordinarily required beyond standard issue work clothes.

Engineering controls: Ensure that adequate ventilation is provided. Maintain air concentrations below recommended exposure standards. Avoid generating and inhaling mists. Keep containers closed when not in use.

HANDLING AND STORAGE

Precautions for safe handling and storage: Avoid breathing of or contact with material. Use in well ventilated areas. Wash thoroughly after handling. Avoid contact with skin and eyes and clothing. Handle open containers in well ventilated area. Ensure that the workplace is ventilated such that the Occupational Exposure limit is not exceeded. Do not empty into drains.

Do not eat, drink or smoke in contaminated areas. Before eating, drinking or smoking, remove contaminated clothing and wash hands. Do not store near strong oxidants.

Dispensing: Electrostatic charges may be generated during transfer. Electrostatic discharge may cause fire. Ensure electrical continuity by earthing all equipment.

Flammability: Flammable

a) What product is this Safety Data Sheet (SDS) based on?

Mineral Turpentine

b) Name three signs and symptoms that this product may cause.

Three of any of the following are suitable answers

- Burning sensation and/or a dried/cracked appearance
- Headache
- Nausea
- lack of coordination
- temporary burning sensation of the nose and throat
- coughing
- Difficulty breathing
- Choking
- Wheezing
- chest congestion
- shortness of breath



- Fever
- Temporary hearing loss
- Ringing in the ears.

c) What facilities should a workplace have in case a person is affected by this product?

- Appropriate First Aid facilities
- Personal Protective Equipment
- Appropriate Storage and Handling Procedures

d) Why do you think an emergency telephone number is provided?

Any of the following would be suitable answers

- Identify if first aid is required
- To assist with identifying symptoms
- To provide assistance

e) What is the main purpose of this SDS?

To provide guidance to workers

f) In your own words, explain what you think the following sentence means – “Toxic to aquatic organisms, may cause long term adverse effects on the aquatic environment”.

Answers may vary, but could include the following:

- Would affect aquatic organisms
- May affect fish and other sealife
- Include some affects on the aquatic environment, like dead fish
- Kill trees and plant life
- Affect humans

g) In your own words, explain what you think the following sentence means – “If swallowed, do not induce vomiting”.

Answers may vary, but could include the following:

- Vomiting will make the person sicker
- Inducing vomiting could have detrimental effects on the person
- Vomiting would not be very good
- Could harm the person if they are made to vomit



h) A fellow worker has had contact with this product. You notice that he is becoming uncoordinated and seems to be having trouble breathing. He also complains that his eyes are burning. He is sure that he didn't swallow any of the product but he thinks he may have breathed some in. Explain, in a list of steps, how you would help your workmate.

Answers may vary, but may include the following:

- Follow the SDA instructions provided
- Get assistance from a First Aid Officer
- Call 000
- Remove victim from exposure if safe to do so
- If rapid recovery does not occur, transport to the nearest medical facility for additional treatment
- Remove contaminated clothing

2. This is an open-ended writing task designed to assess your ability to communicate an opinion using appropriate vocabulary, grammatical structure and text conventions.

Topics

- Does money really motivate employee performance?
- Are leaders born or made?
- CEOs are overpaid
- Two weeks paternity leave should be a right for all male workers
- Emotional intelligence (EQ) is more important than intellect (IQ)
- Is there a difference between managing and leading?
- Training – a cost to a business or a value add?
- Women make better managers

Choose one of the topics and write half a page expressing your opinion. It is suggested that you take a few minutes to plan your work before you start and to check your work before you finish.

The assessor should be reviewing the student's ability to use appropriate vocabulary, grammatical structure and text conventions. The student should address the topic, but there is no right or wrong answer, as the assessor is assessing the student's ability to identify the topic and express their opinion on the topic. Assessor should review the following:



- How the sentences are written
- Spelling
- Grammar
- Understanding of the topic

3. This task requires you to interpret numerical information. Review the scenario below and respond to the questions that follow.

Scenario: Evaluate success of training program

Six months ago, your organisation conducted a training program on customer service skills for 186 employees. You recently conducted a survey of employees who participated in this program to find out how many completed the work-based assessment tasks. The survey results are displayed in the chart below.

Assessment Progress

	Total	%
Employees who completed work-based tasks	130	
Too busy at work	6	
On break or extended leave	2	
Awaiting sign-off by Manager	2	
Has not made it a priority	22	
Did not respond to survey	24	
Total	186	

a) What percentage of employees completed the work-based tasks? *

69.90%

b) How many employees have not completed the work-based tasks? *

54

c) What is the main reason these employees did not complete the work-based tasks? *

Too busy, didn't prioritise, or did not respond at all



d) Explain two (2) strategies that could be used to help employees complete the work-based assessment tasks?

Answers may vary, but may include the following:

- Provide Group Tasks
- Train staff in time management and prioritisation
- Provide clearer instructions
- Provide supervision
- Write Key Performance Indicators
- Review workload to identify ability to complete all set tasks
- Encourage staff to complete the survey by providing rewards

ASSESSOR



Core LLN Skill Assessment Summary

Candidate's name:		Date assessed:		Assessed by:	
--------------------------	--	-----------------------	--	---------------------	--

Summary of core LLN skills (refer to the ACSF for details of what defines the levels of performance within each skill). To be completed by the Assessor.

Skill	Support Note the level of support given, if any, during assessment	Notes	ACSF level of performance
Learning			
Reading			
Writing			
Oral communication			

ASSESS



Numeracy			
----------	--	--	--

ASSESSOR



Assessment tasks completed:

Notes about educational background:

Strengths and weaknesses:

Other comments:

Recommendations for support (if any):

Reference list – LLN assessment tools adapted from:

Precision Consultancy Australia ACSF assessments 2014, Use a SDS, assessment tasks, Precision Consultancy Australia, North Fitzroy, Victoria, viewed 19 December 2014, <http://www.precisionconsultancy.com.au/acs_framework>.

Further details can be found via the following link <https://www.education.gov.au/australian-core-skills-framework>