



Trash talk!

Addressing language, literacy and numeracy
in the waste management industry

A GUIDE FOR TRAINERS •

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Introduction

Adult language, literacy and numeracy skills are recognised as fundamental to improved workforce participation, productivity and social inclusion. Local and international studies have consistently demonstrated the correlation between high levels of language, literacy and numeracy and positive outcomes at the national, enterprise and individual levels.

However, in Australia we are not doing as well as we should be.¹

That quote appeared in the Skills Australia report titled Australian Workforce Futures in 2010, and since then, language, literacy and numeracy (LLN) skills have risen on the national agenda. Now is perhaps the best time in 20 years to action change across all industry areas to develop the language, literacy and numeracy of Australian workers.

The Construction and Property Services Industry Skills Council (CPSISC) represents the workforce training and skills development needs of the construction and property services industries. CPSISC staff have been informed by industry stakeholders that there is a real need to develop the LLN skills of workers in all the industry sectors that they represent.

The *2012-13 Environment Scan* produced by CPSISC makes several references to issues related to low levels of LLN within construction and property services industries, across Australia.

Both construction and property services stakeholders consistently indicate that language, literacy and numeracy (LLN) limitations of existing workers and new entrants remains a big problem and one not having been conclusively addressed to date. This is consistent with research conducted by the combined Industry Skills Councils that recommended a broad approach for resolution within the Vocational Education and Training (VET) system, for:

- *better identification of the LLN skills of learners before training, and targeted funding to address identified LLN skill gaps*
- *the inclusion of clear advice on LLN skill requirements in Training Packages and/or their companion volumes*
- *the implementation of a strategy to develop greater national awareness of LLN issues, including the de-stigmatisation of LLN skill development*
- *an increased capacity in the VET system, and all practitioners, to support the LLN skill development needs of learners and workers*
- *better targeted solutions for building the LLN skills of workers/learners. (p 31)*

¹ Skills Australia, 2010, Australian Workforce Futures, available at www.skillsaustralia.gov.au, accessed 4 January, 201

In common with previous eScan surveys, language literacy and numeracy capabilities of the existing and prospective construction and property services workforce is seen as a major factor holding back some existing workers from career advancement. It is also a training issue for new entrants and migrant workers whose deficiencies show up when employed. (p 33)

Waste management has a relatively small workforce but increasingly will demand higher skilled personnel as the industry takes up new technology and expands into energy regeneration systems. (p 30)

Waste Management Operators should be a priority for skills development. (p 36)

Language, literacy and numeracy issues are not just the domain of those who may have missed out on educational opportunities or those who come from a language background other than English. Every worker can benefit from language, literacy and numeracy training in order to carry out their job more effectively or to prepare for opportunities in the future. This is especially the case as technology and systems of work change and workers need to adapt to doing their work differently – this goes for workers at all levels of responsibility, including those with well developed language, literacy and numeracy skills.

The way people 'read' documents has changed dramatically as technology advances and as work becomes increasingly complex. Reading now includes, for example, the ability to:

- read multimodal texts, that could include print, graphics and sound, such as video instruction manuals
- use communications equipment, such as email
- use data and information management systems, such as vehicle management systems
- critically analyse media and other texts.

Together with the ten other Industry Skills Councils, CPSISC have identified five goals that underpin the challenges the vocational education and training sector face in addressing low skill levels of LLN. They are to:

- set learners up for success by using pre-training assessments to help plan for and provide extra LLN support
- support training product users by making certain that the LLN skills required to undertake training are accurately depicted in Training Packages
- change the mindset of employers and employees through encouraging and supporting individuals in long-term training and learning activities
- elevate the capacity of the VET system, and
- invest wisely.²

This guide, *Trash talk*, addresses some of these goals, particularly for the waste management industry.

² Industry Skills Councils (2011). No More Excuses – An industry response to the language, literacy and numeracy challenge, available at www.isc.org.au, accessed 4 February, 2013

About this guide

This guide is for teachers, trainers and assessors who deliver core units from the CPP30711 Certificate III in Waste Management, from the CPP07 Construction and Property Services Training Package. These core units are:

- CPPCMN3001B Participate in environmentally sustainable work practices*
- CPPCMN3003A Contribute to workplace safety arrangements
- CPPCMN3004A Respond to enquiries and complaints
- CPPWMT3041A Identify operational requirements of waste management
- CPPWMT3044A Identify wastes and hazards*.

The units marked with an asterisk (*) above are also core units in the CPP20411 Certificate II in Waste Management.

The guide has four parts:

1. **Understanding the Australian Core Skills Framework (ACSF)** covers basic LLN terminology, and using the national framework
2. **Understanding LLN skills needed for the core units** helps trainers identify the ACSF skills, or LLN skills, in the core units of competency from the CPP30711 Certificate III in Waste Management
3. **Preparing your training activities** has case studies and sample activities for trainers
4. **Resources** includes publications, websites, funding sources and a language, literacy and numeracy skills checklist that trainers use to record learners' progress.

1 Understanding the Australian Core Skills Framework

About language, literacy and numeracy

Language, literacy and numeracy, core skills and foundation skills are different ways of describing the skills needed to communicate at work, at home, and in the community.

Language, literacy and numeracy is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

Core skills is the term used in the Australian Core Skills Framework (ACSF), which specifies five skills. These are learning, reading, writing, oral communication and numeracy.

Foundation skills is the term that Australian Government agencies have begun to use to cover the ACSF's five core skills, plus the employability skills, although that is not a definitive definition. The Foundation Skills Training Package covers core skills plus digital literacy. So think of the term loosely to cover skills needed to communicate at work, at home and in the community.

This guide uses *LLN skills* and *core skills* interchangeably to mean the five core skills in the ACSF, which are explained below.

The 2006 Adult Literacy and Life Survey found that 46% of Australians (from English and non-English speaking backgrounds) didn't have the literacy skills they needed to meet the demands of their daily work and life. That rose to 53% for numeracy skills: that's to say, more than half the Australian population were doing numerical tasks in their everyday life that were beyond their skill level.

Those statistics clearly show that LLN isn't just a matter for LLN practitioners: vocational trainers also need to be involved. For example, they might help workers:

- apply the LLN skills they learned at school on the job
- locate information in, and read, everyday work documents (such as schedules, equipment manuals and safety instructions)
- understand the more challenging parts of such documents
- do calculations (such as weights and loads)
- write notes or longer instructions to co-workers, or emails to clients.

The Australian Core Skills Framework

The ACSF is a national framework that provides a consistent, national approach to identifying the LLN skills required for work, for education and training, and for personal and community interaction. It provides a common language to be able to talk about LLN performance levels of individuals and also about the LLN requirements of jobs and of training programs.

The framework covers five core skills, at five levels. The skills are:

- learning
- reading
- writing
- oral communication, and
- numeracy.

The levels are numbered from 1 to 5, where 1 is low level performance and 5 is high.

Each of the skills and levels are described in the ACSF in a lot of detail. Understanding and engaging with the detail, even some of it, and using the language that it includes will help vocational trainers to better understand and describe the LLN skill levels of their learners, the LLN requirements of training programs, and the LLN skill requirements of job tasks and job roles.

Skill indicators

Each of the five ACSF skills in the ACSF is divided into indicators. Each skill has two indicators except for numeracy, which has three. These indicators are numbered from 1 to 11 and always appear after a decimal point. See the table below for details.

Core skill indicators		
Core skill	Indicator number	Description
Learning	.01	Active awareness of self as a learner, planning and management of learning
	.02	Acquisition and application of practical strategies that facilitate learning
Reading	.03	Audience, purpose and meaning-making
	.04	Reading strategies
Writing	.05	Audience, purpose and meaning-making
	.06	The mechanics of writing
Oral Communication	.07	Speaking
	.08	Listening
Numeracy	.09	Identifying mathematical information and meaning in activities and texts
	.10	Using and applying mathematical knowledge and problem solving processes
	.11	Communicating and representing mathematics

The indicator numbers can be added to the skill level. For example, a person who performs level 3 Writing skills for the mechanics of writing, could be described numerically as performing at 3.06, where the first digit (3) describes the level of skill and indicator (.06) represents the mechanics of writing.

Skill levels and performance variables

The ACSF takes into account that LLN tasks are carried out in different contexts. Taking these varied contexts into account is important when considering a learner's performance. The four variables noted in the ACSF include:

- the degree and nature of **support** the person needs to complete a task (people operating at lower levels require more support or guidance compared to those operating at higher levels, who can work more independently)
- the person's **familiarity** with the context within which they do the task (if the task is very familiar it will be easier to carry out than a task that is unfamiliar)
- the **complexity** of the **text** (short and simple texts are easier deal with an texts that are specialised and have information embedded)
- the **complexity** of the **task** (or how many steps are involved to be able to complete the task – concrete tasks of 1 or 2 steps require lower levels skills than tasks that involve many steps).

Domains of communication

The ACSF has three domains of communication in which people use core skills:

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

For each core skill, at each level, and in each domain of communication, the ACSF provides sample activities. The sample activities are really useful because they give actual examples of what the skill levels can look like. For example, at level 2 reading, the sample activities for the workplace and employment domain include:

- reads a message from a fellow worker (for example, a note at a shift changeover)
- locates specific information from a short text (for example, a table of employee benefits, a pay slip, own job description or a work update from a staff memo)
- reads dials and scales on machinery/equipment (for example, an automatic weigher on a packaging machine, temperature dials, or an air pressure gauge).

Using the ACSF

The ACSF can be used to determine:

- an individual's LLN skill levels
- the LLN skill requirements of a training program
- the LLN skill requirements of particular jobs and tasks.

The ACSF can be used to understand whether individuals have the LLN skills to be able to commence a training program, or a job role, and if not, where the gaps in skill exist. Understanding where the gaps are can help sort out what support might be needed to assist learners with their training, or workers to carry out their job roles.

Determining an individual's skill levels requires an assessment, which could be either indicative or diagnostic.

Indicative ACSF assessment

Training providers usually carry out an interview of some sort before a person starts a training program. This usually includes a chat where the person is asked to complete some information about their background in writing. This interaction can provide a trainer or assessor with some indicative information about that person's LLN skill levels, particularly around Oral communication and Writing. Sometimes candidates are asked to complete an LLN assessment at this stage, as a way of determining whether candidates have the skills to be able to commence a particular training program.

Often this initial contact provides enough detail for an assessor to be able to feel confident that the candidate has the LLN skills required to commence a training program. Sometimes it flags concern that the candidate may not have the skills and if this is the case, the assessor should refer the candidate for a more detailed, diagnostic ACSF assessment.

Diagnostic ACSF assessment

Diagnostic ACSF assessments are usually carried out by LLN practitioners with experience using the ACSF and making judgements against it. Diagnostic assessments could cover each of the five skills, or they may assess one or two skills in depth. There are ACSF assessment tools that are available for vocational trainers and assessors to use, but if trainers are not experienced in using the ACSF they should seek advice about their judgements from an experienced practitioner.

Bettina used to deliver a range of vocational training programs and encountered a lot of learners with low level LLN skills. She became really interested in developing her own skills to support learners to build the LLN skill needed to carry out their work, so she went off and completed a Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice. Now Bettina works for a private RTO and provides a lot of specialist LLN support to other trainers. She also carries out diagnostic ACSF assessments for potential learners that other staff feel may struggle with a training program. The process is not meant to exclude learners, rather to work out how they can best be supported to be successful in their training.

Bettina has been asked to carry out an ACSF diagnostic assessment with Matt, who one of the trainers suspected had low level reading and writing skills.

Bettina chatted to Matt for a while to put him at ease, explaining that the interview and assessment was really to work out how he could best be supported through his training. She discovered that Matt had had interrupted schooling, but was really keen to get on and apply himself to his work and his training. Bettina also worked out that Matt really liked football and carrying out jobs around the house and garden.

Bettina chose three ACSF assessment tasks from her kit that she thought would suit Matt's interests. Although they were focussed on content that was outside of work, the tasks were similar to those he would need to carry out if he were to go ahead and enrol in the CPP30711 Certificate III in Waste Management, including tasks such as: reading procedural text, reading charts, diagrams and instructions, calculating resource requirements, listening to and clarifying instructions. Bettina asked Matt to complete the tasks, one at a time, reassuring him that he could ask for help at any stage.

Matt finished of the tasks without asking for any assistance, so Bettina followed up with another task that would extend his reading and writing skills. He had a bit more difficulty with this task and asked for assistance. Bettina knew then that Matt's reading skills had been extended to the highest level.

Bettina determined that Matt's reading skills were at level 3, and the reading skills of a learner competent in the core units of the CPP30711 Certificate III in Waste Management were at level 4. She also thought that Matt was very determined and committed to improving his skills, so she thought he would be able to cope with the training with some targeted support from the vocational trainer.

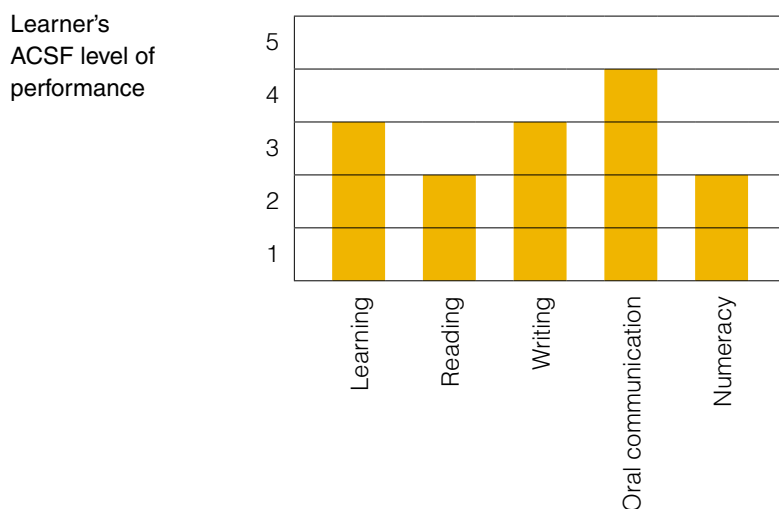
She told Matt her thoughts, thanked him for coming and after he left she picked up the phone to talk to Tex who would be delivering the training program. She wanted to suggest to Tex some strategies for supporting Matt to develop reading skills for the job – strategies he could use to understand the purpose of text, decode text structures, learn vocational language, and strategies to synthesise information included in texts.

For information about ACSF assessment tools, go to Section 4 in this guide.

Practitioners who carry out work using the ACSF should participate in validation sessions with others carrying out similar work to ensure that judgements against the framework are accurate and agreed (otherwise there is no point to a national framework).

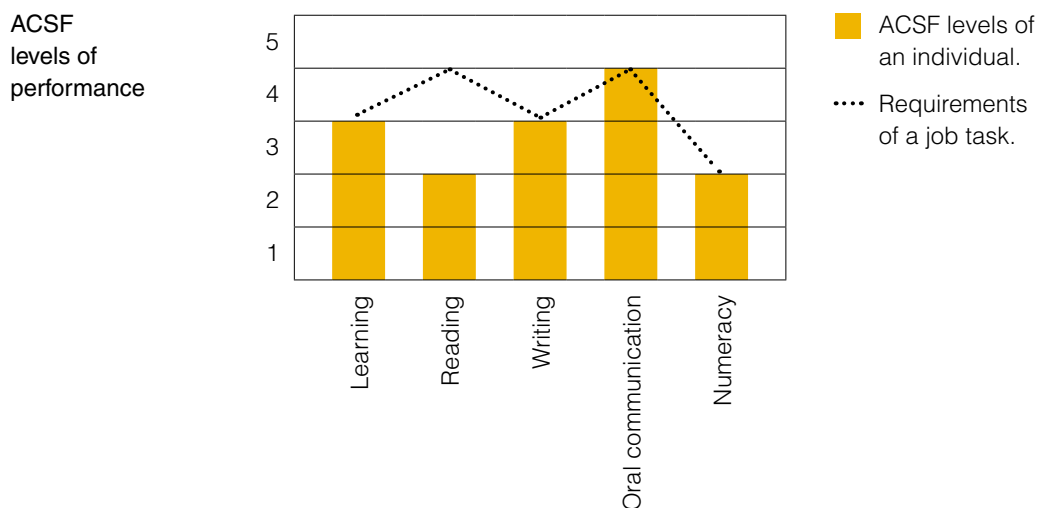
Representing core skills levels and gaps

A learner's skill levels can be represented visually, such as in the following diagram.



This type of representation is often referred to as a 'spiky profile'.

A similar approach can be taken to representing the core skills required of a particular job task, or of a training program. The following diagram includes the spiky profile of both a learner and a training program.

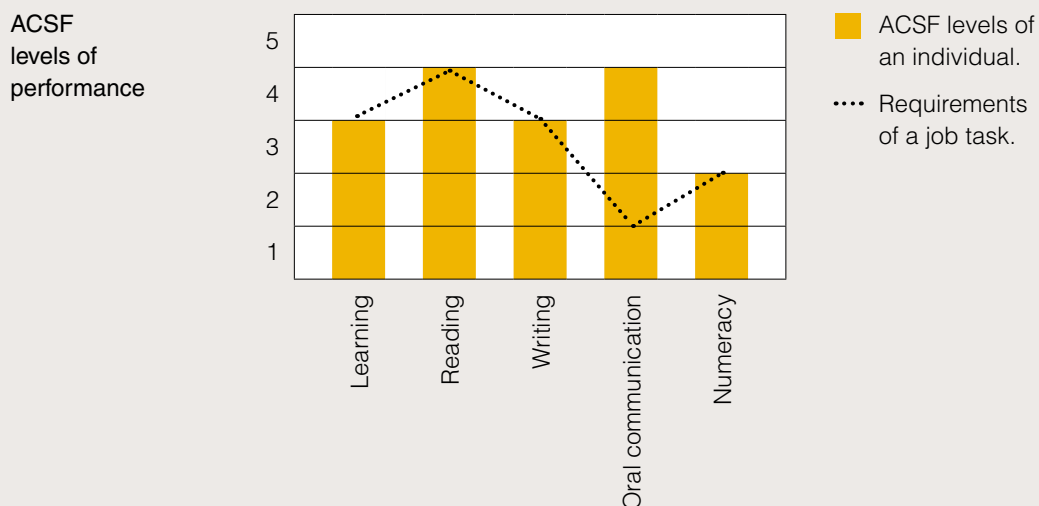


In this diagram, the requirements of a job task are represented by the dotted line. The diagram shows a gap of two levels for the skill of reading. This person would need support to develop reading skill to be able to carry out the job task effectively.

The following case study identifies how the ACSF could be used in a workplace training situation.

Larson is a vocational trainer contracted by a large TAFE college to deliver units of competency from the CPP30711 Certificate III in Waste Management. A person competent in the core units for this certificate would be able to perform learning tasks at level 3, reading at level 4, writing at level 3, oral communication at level 4 and numeracy at level 2.

Larson began his work by conducting ACSF assessment interviews with trainees, to identify their LLN skill levels. One trainee, Trien, drew Larson's attention: the diagram below shows his skills profile compared with the those of a learner competent in the core units. Most skills match well, except for oral communication (in English), where Trien is operating at level 1. This is quite a big gap in skills, and indicates that he would have difficulty in carrying out many of the oral communication tasks required of the job, such as: dealing with customers, understanding and clarifying instructions, and participating effectively in group discussions.



Larson recommends a number of supports for Trien to develop his oral communication skills, including a short, intensive program in speaking and listening in the General Studies department at the TAFE college. Larson talks to the trainer and clarifies that Trien needs to build oral communication skills for his work, including tasks such as dealing with customers, understanding and clarifying instructions, and participating effectively in group discussions.

Larson also buddies Trien up with another trainee to practise his oral communication skills, and encourages him to practise speaking and listening in English whenever he can.

The following section of this guide takes a look at the ACSF requirements of the core units of competency from the CPP30711 Certificate III in Waste Management.

2 Understanding LLN skills needed for waste management

LLN skills needed for training

Any training program for waste management will address the LLN skills required of the work role, and of the units of competency, together with the vocational tasks. To identify what's required, the first step is to unpack the LLN skills from units of competency and work out what learners are required to learn. One way of doing that is to use the 'trigger word' method.

Trigger words

The following table lists a number of trigger words for each foundation skill. The words can be used to help to identify where the learning, reading, writing, oral communication or numeracy skills exist in a unit. The list is not exhaustive and you can add your own words to it. Sometimes words will be repeated across two or more skills. For example, 'follow procedures' might apply to the ACSF skills of reading or oral communication. In this instance, you will then need to consider the application of the skill in the workplace in which you deliver training to decide how learners might be expected to 'follow instructions' – either by reading or listening, or a combination of both.

Learning	Reading	Writing	Oral communication	Numeracy
<p>apply planning and organising skills</p> <p>assess client enquiry</p> <p>build on prior knowledge and experience</p> <p>clarify meaning or advice</p> <p>coaching and mentoring</p> <p>determine and prioritise</p> <p>follow step by step instructions</p> <p>identify and assess</p> <p>implement solutions</p> <p>observational skills</p> <p>organise ideas</p> <p>organise and monitor progress</p> <p>select from processes</p> <p>take follow up action</p>	<p>analyse</p> <p>apply legislative, organisation and site requirements and procedures</p> <p>appropriate documentation</p> <p>check</p> <p>following instructions and procedures</p> <p>follow written procedures</p> <p>identify</p> <p>interpret</p> <p>legislation</p> <p>provide in readily accessible manner</p> <p>understand</p> <p>source</p> <p>written reporting</p>	<p>complete reports</p> <p>document</p> <p>enter information</p> <p>identify</p> <p>list</p> <p>maintain records</p> <p>monitor</p> <p>organise</p> <p>record data</p> <p>report</p> <p>response</p>	<p>address</p> <p>advise</p> <p>allocate</p> <p>clarify</p> <p>confirm</p> <p>contribute</p> <p>consultative approach</p> <p>debrief</p> <p>deliver</p> <p>discuss</p> <p>encourage</p> <p>explain</p> <p>follow-up</p> <p>follow instructions or procedures</p> <p>listen</p> <p>identify</p> <p>make suggestions</p> <p>monitor</p> <p>negotiate</p> <p>participate</p> <p>provide</p> <p>question</p> <p>share information</p> <p>seek and receive feedback</p> <p>refer to</p> <p>report</p> <p>request</p> <p>resolve</p> <p>response</p> <p>suggest</p> <p>supervise</p>	<p>analyse</p> <p>calculate</p> <p>collate data</p> <p>collect data</p> <p>data analysis</p> <p>directions</p> <p>estimate</p> <p>measurements</p> <p>perform</p>

Applying the trigger words to waste management

In the pages that follow, the trigger words listed above have been used to assist with identifying where the language, literacy and numeracy skills are in the five core units of competency from the CPP30711 Certificate III in Waste Management, including:

- CPPCMN3001B Participate in environmentally sustainable work practices
- CPPCMN3003A Contribute to workplace safety arrangements
- CPPCMN3004A Respond to enquiries and complaints
- CPPWMT3041A Identify operational requirements of waste management
- CPPWMT3044A Identify wastes and hazards.

The trigger words are highlighted throughout the units to show where the language, literacy and numeracy skills are located. Note how many highlights there are!

Note also that in order to gain a full understanding of the 'built in' language, literacy and numeracy skills, the unit, in its entirety should be analysed. The range statement and evidence guide provide explicit examples of the text types that may need to be read, for example specific reports that may need to be written and the various communication methods that may be required.

**Extract from CPPCMN3001B
Participate in environmentally sustainable work practices**

Element	Performance Criteria
1. Identify current resource use	1.1 Workplace's environment and resource efficiency issues are identified.
	1.2 Resources used in own work role are identified.
	1.3 Current use of resources is measured and documented using appropriate techniques.
	1.4 Workplace environmental hazards are identified and reported to appropriate personnel.
2. Comply with environmental regulations	2.1 Procedures are followed to ensure compliance.
	2.2 Breaches or potential breaches are reported to appropriate personnel
3. Contribute to improvement of resource efficiency	3.1 Organisational plans to improve environmental practices and resource efficiency are followed.
	3.2 Suggestions are made for improvements to workplace practices in own work area
4. Understand resource efficiency issues and practices	4.1 Organisation's policies and procedures regarding environment and resource efficiency issues are understood and communicated succinctly.
	4.2 Opportunities for improved and sustainable use of resources are identified and communicated as appropriate to customer or workplace supervisor.
	4.3 Benefits provided by organisation's approach to sustainable resource use and impact on work being performed are identified and communicated clearly and succinctly.

Measuring and documenting resources will require reading, writing and numeracy skills.
Learners will need to access workplace documents and familiarise themselves with layouts including tables and charts.

Procedures vary enormously in how they are presented, and their level of complexity and detail. What types of procedures must learners understand? How are the procedures presented and how can they be accessed? How complex are these documents? Do workers know where to go for assistance, if required?

Reports can be oral or written and may vary from ticking a checklist to writing a report, with introduction, body and conclusion. What types of reports are required of learners or workers in the environment in which you work?

Communicating with customers and colleagues requires speaking and listening skills, and could also involve reading and writing. How do learners communicate with customers? What should they say?

Information might be reported orally or in writing. What do learners need to say? Who do they report to? What written reports need to be completed as part of the job? In what style?

Required skills and knowledge

Required skills

- Interpersonal skills to relate to people from diverse backgrounds
- Language, literacy and numeracy skills for:
 - Clarifying work requirements
 - Communicating information about benefits and types of sustainability practices clearly and concisely verbally and in writing
 - Documenting and reporting resource use
 - Following instructions and procedures
 - Interpreting workplace information
 - Measuring resource use

Required knowledge

- Basic understanding of sustainability
- Environmental and resource hazards and risks, and inefficiencies associated with own workplace
- Legislation and regulations that apply to environmentally sustainable practices in own workplace
- Relevant environmental and resource efficiency systems and procedures for own work area
- Reporting procedures

This unit has the following ACSF rating:

Learning	2
Reading	3
Writing	2
Oral Comm	3
Numeracy	2

**Extract from CPPCMN3003A
Contribute to workplace safety arrangements**

Element	Performance Criteria
1. Share information with work group about OHS	<p>1.1 Provisions of OHS legislation relevant to workplace procedures are discussed with work group, according to company requirements.</p> <p>1.2 Information about organisational OHS policies, procedures and programs is provided in a readily accessible manner and discussed with work group, according to company requirements.</p>
2. Encourage participative arrangements within a work group for management of OHS	<p>2.1 OHS issues raised by work group are resolved promptly or referred to appropriate personnel, according to workplace procedures and company requirements.</p> <p>2.2 Opportunities to participate in OHS management in workplace are encouraged within scope of own role and responsibilities according to workplace procedures and company requirements.</p> <p>2.3 Work group members are promptly advised of outcomes of OHS issues, according to company requirements.</p>
3. Contribute to organisational procedures for identifying hazards and assessing and controlling risks	<p>3.1 Work group contributions for identifying hazards and assessing risks are encouraged, according to company requirements.</p> <p>3.2 Procedures designed to control risks and contribute to compliance monitoring are explained to work group according to workplace procedures and company requirements.</p> <p>3.3 Inadequacies of existing risk control measures identified by work group are reported to appropriate personnel, according to company requirements.</p> <p>3.4 Emergency procedures for dealing with hazardous events are followed within scope of own role and responsibilities according to company requirements.</p> <p>3.5 Details of hazards are documented and appropriate personnel are advised according to company requirements.</p>
Contribute to organisation's procedures for providing OHS training	<p>4.1 OHS training needs of work group are identified according to company requirements.</p> <p>4.2 Suitable training is provided in consultation with relevant parties to meet OHS training needs of work group, according to company requirements.</p>

Legislation, policies, procedures and program information comes in different formats in different organisations. What type of information systems will your learners need to know about? What is the key information they must know?

Resolving issues can include encouraging people to bring up issues, relaying information and identifying solutions.

Training to participate in group discussions might cover listening for key points; being aware of others' needs; responding to others' needs; contributing a point of view; using body language, stress, intonation; and using the right words to convey messages.

Providing information, and giving clear instructions to a group to ensure that everyone understands, can take some practice.

Training needs could be identified in formal and informal ways: perhaps through discussion, through investigation, through records. Identifying needs requires a range of LLN skills.

Required skills and knowledge

Required skills

- Analytical skills to:
 - Analyse hazards
 - Assess risks
 - Evaluate risk control measures
- Interpersonal skills to relate to people from diverse backgrounds
- Language, literacy and numeracy skills for:
 - Communicating clearly and concisely, verbally and in writing
 - Documenting and reporting:
 - Hazards
 - Risk assessments
- Reading and interpreting:
 - Product instructions
 - Site safety plans
 - Work procedures
 - OHS information
- Seeking and receiving feedback
- Sourcing and organising information
- Observational skills for identifying hazards
- Teamwork skills to provide support to work group through:
 - Coaching and mentoring
 - Identifying and contributing to training needs

Coaching and mentoring requires, among other things, the ability to build rapport, to encourage the development of skills, to give feedback (sometimes negative) and also to reassure.

Required knowledge

- Company management systems, policies and procedures, including:
 - OHS
 - Hazard management
 - Assessing and controlling risks
- Principles of:
 - Access and equity
 - OHS management systems
 - Risk management
- Provisions of OHS Acts, regulations and codes of practice relevant to workplace safety arrangements, including legal responsibilities of:
 - Employers
 - Employees
 - Other parties

This unit has the following ACSF rating:

Learning	3
Reading	3
Writing	2
Oral Comm	3

**Extract from CPPCMN3004A
Respond to enquiries and complaints**

Element	Performance Criteria
1. Identify nature and type of enquiry or complaint	<p>1.1 Client is addressed in a courteous and business-like manner according to company requirements.</p> <p>1.2 Details of enquiry or complaint are confirmed through suitable communication with client according to company requirements.</p> <p>1.3 Client needs and degree of urgency are established promptly according to company requirements.</p> <p>1.4 Details of enquiry or complaint are recorded to ensure accurate records are maintained according to company and legislative requirements.</p> <p>1.5 Impact of relevant legislative and company requirements for handling enquiries and complaints are identified.</p> <p>1.6 Arrangements and follow-up are made for enquiries or complaints requiring additional research, according to company requirements.</p>
2. Research information relevant to enquiry or complaint	<p>2.1 Information relevant to client needs is identified from company and industry sources according to company requirements.</p> <p>2.2 Records are reviewed to establish history of service according to company requirements.</p> <p>2.3 Site is inspected, where appropriate with client, to consider enquiry or confirm existence of problem according to company requirements.</p> <p>2.4 Probability of associated problems is assessed using available information according to company requirements.</p> <p>2.5 Advice is sought from appropriate personnel where necessary on nature of problem and proposed solution according to company requirements.</p>
3. Refer enquiries or complaints	<p>3.1 Enquiries or complaints that require referral to other personnel or external bodies are identified according to legislative and company requirements.</p> <p>3.2 Referrals to appropriate personnel are made for follow-up according to individual level of responsibility and company requirements.</p> <p>3.3 Documents and investigation reports are forwarded to appropriate personnel according to company requirements.</p> <p>3.4 Follow-up is made with appropriate personnel to gain prompt decisions according to company requirements.</p>

A business-like approach can take some practise if it's something that you're not used to.

What questions should the learner ask to establish client needs? How can they determine the degree of urgency be determined? How is the issue recorded?

4. Communicate with clients and/or their agents to resolve issue	<p>4.1 Need for written, verbal or personal response is established according to nature of enquiry and company requirements.</p> <p>4.2 Response to enquiry or complaint is prepared and communicated according to company requirements.</p>
5. Satisfy complex client needs	<p>5.1 Possibilities for meeting client needs are explained to client according to legislative and company requirements.</p> <p>5.2 Clients are assisted to evaluate product and service options to satisfy their needs according to legislative and company requirements.</p> <p>5.3 Preferred action is determined and prioritised according to legislative and company requirements.</p> <p>5.4 Potential difficulties in client service delivery are identified and appropriate action is taken according to legislative and company requirements.</p>
6. Update relevant files and records	<p>6.1 Business documentation is completed according to company requirements.</p> <p>6.2 Relevant staff members are promptly advised of work allocations according to company requirements.</p> <p>6.3 Information on type and source of enquiries is collated to enable subsequent data analysis according to company requirements.</p>
7. Update policy and procedures where required	<p>7.1 Information on identified problem and solution is provided to management to assist in updating company policy and procedures according to company requirements.</p> <p>7.2 Staff members are debriefed on the nature of problems and implemented solutions to reduce incidence of recurrence according to legislative and company requirements.</p>

Assisting clients to evaluate options may require oral communication, as well as reading and writing skills.

Collating information can involve locating and identifying the information (reading), selecting information relevant for your task and purpose, creating a table to store the information, typing or writing numbers and text, and storing information for later retrieval.

Required skills and knowledge

- Required skills**
- Customer service skills to:
 - Establish rapport with clients
 - Gain clients' trust
 - Interpret and respond appropriately to clients enquiries and complaints
 - Interpersonal skills to relate to people from diverse backgrounds
 - Language, literacy and numeracy skills for:
 - Communicating clearly and concisely, verbally and in writing
 - Completing business documentation
 - Entering information into databases
 - Listening, including use of active listening techniques

- Negotiating
- Questioning with open and closed questions
- Recording and reporting accurately
- Requesting advice
- Sourcing and using information
- Problem-solving skills to:
 - Assess client enquiry or complaint
 - Finalise an agreed resolution
 - Select appropriate response

- Required knowledge**
- Client motivations and expectations
 - Common industry and company service problems and solutions
 - Company policy and procedures for handling and documenting client complaints, including client confidentiality provisions
 - Detailed product and service knowledge
 - Legislation, regulations, codes of practice and industry advisory standards that apply to responding enquiries and complaints, including consumer protection
 - Relevance of client complaints, good communication and own role in processing client complaints

This unit has the following ACSF rating:

Learning	3
Reading	3
Writing	3
Oral Comm	4
Numeracy	2

Extract from: CPPWMT3041A

Identify operational requirements of waste management

Element	Performance Criteria
1. Identify and apply industry information	<p>1.1 Range of issues relevant to employment in the waste management industry are assessed, including applicable legislation and national standards, industry procedures and OHS requirements.</p> <p>1.2 Key waste management organisations able to provide information and assist individuals and enterprise are identified, and their information and services evaluated and applied.</p> <p>1.3 Rights and responsibilities of employees and rights and responsibilities of employers are identified and reviewed.</p> <p>1.4 Applicable legislative, procedural and OHS requirements are identified and applied.</p>
2. Identify future career opportunities	<p>2.1 Key industry sectors and occupations are identified.</p> <p>2.2 Possible career directions in the waste management industry are discussed with manager, supervisor or team leader.</p> <p>2.3 Personal values and attitudes are taken into account regarding work and business when planning future work and career directions.</p> <p>2.4 Opportunities for development are identified, in consultation with appropriate persons.</p>
3. Identify environmental issues	<p>3.1 Waste minimisation hierarchy and reasons for the ordering of waste minimisation strategies are identified.</p> <p>3.2 Opportunities for the minimisation of waste are identified.</p> <p>3.3 Importance of waste management and impact of waste on the environment are identified.</p>

This unit has the following ACSF rating:

Learning	3
Reading	3
Oral Comm	3
Numeracy	2

Required skills and knowledge

- Required skills**
- Interpersonal skills to work in a team environment in a range of waste management activities
 - Oral communication skills to:
 - Follow instructions
 - Ask questions
 - Raise awareness of environmental issues
 - Request advice or further information
 - Reading skills to interpret work requirements and material safety data sheets (MSDS)

- Self management skills to:
 - Organise work methodically
 - Source, organise and apply information
 - Use information technology for specific tasks

Required knowledge

- Environmental management relating to:
 - Techniques to minimise erosion
 - Waste types, streams and characteristics
 - Waste covering requirements and considerations
 - Resource recovery options
 - Industry standards
- Identification of:
 - Types of waste management situations and responses
 - Waste non-conformances
 - Relevant legislation
 - OHS requirements relating to:
 - OHS hierarchy of control
 - Potential hazards and risks in a waste management environment
 - Emergency response procedures
- Waste management provisions, including:
 - Legislation, regulations and codes of practice applicable to specific waste management functions
 - Organisational pricing schedules
 - Organisational requirements and structure, including workplace communication channels and procedures
 - Potential resources to be recovered
 - Terms and conditions of employment
 - Waste management options
 - Waste management hierarchy
- Duty of care

Interpreting and applying knowledge of waste management provisions calls for reading and oral communication skills. Learners may need help locating relevant information, and finding out who can help them access information day-to-day.

Extract from CPPWMT3044A Identify wastes and hazards

Element	Performance Criteria
1. Identify waste	1.1 Waste characteristics are identified. 1.2 Types of waste are differentiated by waste stream and waste categories. 1.3 Hazardous and dangerous waste and non-conforming waste are detailed. 1.4 Contaminants present in waste are noted. 1.5 Further information on waste is obtained by questioning appropriate personnel to ensure correct identification.
2. Identify hazards and risks	2.1 Other potential hazards and risks present in work environment are listed. 2.2 Supervisor and team members are informed of job requirements, hazards and risks. 2.3 Safe work practices that prevent risk behaviour are outlined to supervisor. 2.4 Emergency response procedures are practised with team members.

Detailing information could include writing information, ticking checklists or verbally notifying a workmate.

Oral communication skills are essential for practising emergency response procedures. Learners must listen for instructions and respond appropriately: by taking action, helping others or asking for help.

Required skills and knowledge

Required skills

- Analytical skills to:
 - Identify hazards and risks
 - Identify waste types and waste non-conformances
 - Segregate valuable resources in composite materials
 - Segregate waste types, including potentially hazardous waste
 - Interpersonal skills to work in a team environment
- Literacy skills to:
 - List potential hazards and risks
 - Document and keep records
- Read and interpret:
- Emergency requirements
- Hazard advice
- Job sheets
- Work requirements and material safety data sheets (MSDS)

Oral communication skills to:

- Follow instructions
- Provide information
- Ask questions

Self-management skills to:

- Apply signalling techniques
- Conduct work practices safely and efficiently
- Plan and undertake routine tasks
- Prioritise duties
- Use emergency and personal protective equipment (PPE)

This unit has the following ACSF rating:

Learning	2
Reading	3
Writing	2
Oral Comm	2
Numeracy	2

Required skills and knowledge

Required knowledge

- Identification of:
 - Waste contaminants
 - Waste monitoring procedures
 - Waste non-conformances
 - Waste non-conformance handling procedures
 - Waste types
 - Waste management options
 - Waste storage requirements
 - Waste disposal and recovery routes
 - Procedures for containing segregated waste types, including containment and isolation of hazardous waste
- Emergency response procedures relating to:
 - Confined space procedures
 - Duty of care
- Identification of work areas including location of:
 - Alarms
 - Emergency equipment
 - Communications equipment
 - Coding systems
 - Environmental agencies
 - Environmental regulations
 - Reporting requirements
 - Signalling techniques
 - Waste management hierarchy
 - Waste containment methods and isolation of emergencies
- Occupations health and safety (OHS) requirements to:
 - Chemical storage and decanting
 - Dangerous goods and hazardous substances
 - OHS hierarchy of control
 - Basic first aid appropriate to likely hazards and risks in work environment
- Potential hazards and risks relating to:
 - Dangerous goods
 - Potential incidents

A summary of LLN skills in the core units

The following table summarises the ACSF skill levels of a learner competent in the core units from the CPP30711 Certificate III in Waste Management. The table shows the ACSF levels for each core skill indicator, for each of the five core units of competency.

Core units of competency	Learning		Reading		Writing		Oral Comm		Numeracy		
CPPCMN3001B Participate in environmentally sustainable work practices	2.01	2.02	3.03	3.04	3.05	3.06	3.07	3.08	2.09	2.10	–
CPPCMN3003A Contribute to workplace safety arrangements	3.01	3.02	3.03	3.04	2.05	2.06	4.07	4.08	–	–	–
CPPCMN3004A Respond to enquires and complaints	3.01	3.02	3.03	3.04	3.05	3.06	4.07	4.08	2.09	2.10	2.11
CPPWMT3041A Identify waste management industry operational requirements	3.01	3.02	4.03	4.04	–	–	3.07	3.08	2.09	2.10	–
CPPWMT3044A Identify wastes and hazards	2.01	2.02	3.03	3.04	2.05	2.06	3.07	3.08	2.09	2.10	2.11

Performance Variables

Level 2 ratings assume familiar texts and vocabulary with clear purpose; with support available if requested; a limited range of contexts; and limited steps in the work process.

Level 3 ratings assume independence; some unpredictable contexts; some specialised knowledge; and interpretation and integration of knowledge and information.

Ratings may incorporate some tasks carried out at lower levels.

The next table summarises the key LLN skills included across the five core units of competency.

Summary of key LLN skills	
Learning	To organise work methodically; source, organise and apply information; and use information technology for specific tasks; coach and mentor; identify and contribute to training needs of employees; discuss possible career directions in the industry.
Reading	To interpret relevant information in organisational OHS policies and procedures; product instructions; site safety plans; material safety data sheets; workplace information; organisational plans; and relevant legislation and regulations.
Writing	To document and report resource use, hazards and incidents; communicate information; and have working knowledge of reporting procedures.
Oral Communication	To clarify work requirements; report hazards and breaches; make suggestions for improvements to workplace practices; resolve OHS issues; encourage participation; seek and receive feedback; and adopt a consultative approach to interacting with others; and relate to people from diverse backgrounds.
Numeracy	To interpret material safety data sheets; measure resource use; analyse and collate data; and complete business documentation which may involve quoting, pricing and writing tax invoices; and identify density, shape, size, volume and weight of waste.

3 Preparing your training activities

This section contains sample activities and case studies that you can use or adapt for your own training and assessment program. All the sample activities are provided as individual Word® documents on the CPSISC website at <www.cpsisc.com.au>.

While activities and case studies are organised by one of the five ACSF core skills, each activity almost always calls for more than one skill. For example, responding to an email calls for reading skills (to interpret the enquiry) and writing skills (to prepare a response); recording information from gauges and calculating load weights calls for reading, writing and numeracy skills.

- **Consider how relevant each activity and case study is for learners and their workplace.** It is best to look at the activity as a general guide and adapt it to the particular needs of learners and their workplace. You might also combine some activities.
- **Choose activities at the right level.** There is advice with each activity about relevant indicators and levels. There is also a table on the next page summarising this information.
- **Consider the three styles of learning:**
 - visual (learning by reading and watching)
 - auditory (learning by listening and hearing)
 - kinaesthetic (learning by doing and being hands-on).

Individuals combine these styles in different proportions. Trainers need address all three styles, in presentations and activities, to meet the different needs of each person in the group. Trainers can also help learners understand how they learn best: the better they understand this, the more effective they will be as learners.

- **Consider how you will help learner acknowledge their role as a learner.** For example, you might need to help learners to:
 - build self-esteem and awareness of their strengths and weaknesses as a learner
 - increase motivation and engagement
 - manage and take control of their own learning
 - reflect on their performance

- adapt prior knowledge, skills and understandings to new situations
 - the persistent and move outside their comfort zone
 - increase their ability to interact socially, including mentoring, coaching and participation with others.
- **Consider how you will support learners who need to leave behind their negative school experiences.** Many learners didn't like school, or didn't do well at school. Making the workplace an interesting place to learn, using real-life examples, and supporting and encouraging every learner to feel part of the team, is a good way to do this.
 - **Acknowledge the progress learners make developing their LLN skills.** One way to do this is to keep a LLN skills checklist. As learners do the tasks on the checklist competently, they can tick them off. There is an LLN skills checklist at the back of this guide.

Good practice assessment

While preparing the training program, remember to consider how you will assess the skills that learner's develop. The CPP07 Property Services Training Package includes specific advice about assessment that must be addressed. You should also consider the how you might adjust your assessment practices to meet the needs of those with low level LLN skills.

Assessors often rely heavily on assessing through written activities, using a question and written answer type approach. This mode of assessment can be very convenient because it provides an easy record to meet auditing requirements. But it can be unfair to ask a learner to record written answers if that mode of writing is not required of the job task. Asking candidates oral questions can provide a more accessible mode of assessment and responses can be recorded by the assessor by either by taking notes (perhaps using a formatted recording sheet) or making an audio recording.

Another common approach to assessment of learners that have low LLN skills, is to develop multiple choice tasks. This style of assessment can work very well in that there is usually limited reading and writing required and the candidate needs to tick or somehow select the correct answer. But if candidates have no experience of completing tasks in this format it can be a very unfair assessment method. If you give your candidates multiple choice tasks for assessment purposes, make sure they have had training in how to read, interpret and complete such tasks.

Where units of competency require LLN skills for job tasks to be completed, then candidates' must have the required skills to be able to complete those tasks. For example, the unit CPPCMN3004A Respond to enquiries and complaints requires a learner to prepare and communicate responses to enquiries and complaints, according to company requirements. If the company requirement is to respond to enquiries and complaints in writing, by email or letter, then that is what the learner must be able to do for assessment. This task will be difficult for many candidates. Candidates should be supported to practise writing appropriate responses – using model texts (such as previously written responses) would be one way to support learners to develop the appropriate skills to write emails or letters to complainants, using an appropriate format, text structure, vocabulary, grammar and punctuation. An assessment task for this skill may also utilise model texts.

As you read through the following case studies and activities, consider how the approaches could apply to assessment as well training situations.

Mapping of activities to ACSF skills, performance levels and indicators

Activity	Learning		Reading		Writing		Oral comm.		Numeracy		
Learning goals	2.01	2.02					2.07	2.08			
Plan for work	2.01	2.02					2.07	2.08			
Who to contact	2.01	2.02			2.05	2.06					
Make a video	3.01	3.02					3.07	3.08			
Read a payslip			2.03	2.04					2.09		
Words and meanings			2.03	2.04			2.07	2.08			
Read procedures			3.03	3.04							
Read more procedures			3.03	3.04							
Rework a procedure			3.03	3.04							
Interpret an SDS			3.03	3.04	3.05	3.06					
Complete a report			2.03	2.04	3.05	3.06	2.07	2.08			
Reply to an email enquiry			2.03	2.04	3.05	3.06		2.08			
Write telephone messages					2.05	2.06		2.08			
What would you say and how would you say it?							3.07	2.08			
Give instructions							2.07	2.08			
Dealing with a complaint				2.04			3.07	2.08			
Get the most from meetings		3.02					3.07	2.08			
Complete checklists									2.09		2.11
Estimating										2.10	
Doing the sums									2-3.09	2-3.10	2-3.11
Read time									1.09		
Plan time									2.09	2.10	2.11

Mapping of activities to core units of competency

Activity	Core unit of competency code				
	CPPCMN 3001A	CPPCMN 3003A	CPPCMN 3004A	CPPWMT 3041A	CPPWMT 3044A
Learning goals					✓
Plan for work	✓	✓		✓	✓
Who to contact	✓			✓	
Make a video	✓		✓	✓	✓
Read a payslip				✓	
Words and meanings	✓	✓	✓	✓	✓
Read procedures	✓		✓	✓	✓
Read more procedures	✓		✓	✓	✓
Rework a procedures	✓	✓	✓	✓	✓
Interpret an SDS				✓	✓
Complete a report	✓		✓		✓
Reply to an email enquiry		✓	✓	✓	
Write telephone messages		✓			✓
What would you say and how would you say it?		✓	✓	✓	✓
Give instructions	✓			✓	✓
Dealing with a complaint			✓		
Get the most from meetings	✓	✓			
Complete checklists		✓	✓	✓	
Estimating	✓			✓	✓
Doing the sums	✓			✓	✓
Read time	✓	✓		✓	✓
Plan time		✓		✓	✓

LEARNING

► CASE STUDY

Thinking about learning

Jason is the Qualifications Coordinator at Transpacific. Transpacific sort and recycle waste building materials and urban hard rubbish. This includes crushing waste concrete slabs from building sites: the crushed product is used for road foundations.

Jason says, *'We employ a lot of people who have recently arrived in Australia. Some speak English. Some have more difficulty understanding some of the basics, and sometimes we use interpreters to help us.'*

'I make a point of getting to know people employed here: understanding the sorts of issues that they have and where they want to go with training or with their work.'

'What's really important is that they understand safety issues related to their work, and that they work safely. After toolbox meetings, I pull people aside and make sure that they understood the discussion. Often, people will just nod and say they understand, but I've learnt that sometimes it's culturally polite to agree. So I don't just ask direct questions, I get workers to demonstrate to me that they understand what people talked about. Where I have doubts, I demonstrate and get them to copy what I do. We certainly don't want people getting hurt. Workers respond well to the support.'



ACTIVITY Learning goals

Motivation and confidence are essential for learners participating in any training program. It's often a helpful activity to have learners reflect on their goals and why they have decided to do the Certificate III in Waste Management.

- Form the learners into small groups, sitting in a circle or rectangle.
- Ask each group to consider the questions, 'Why did you decide to do this training, and what do you want to get out of it? In other words, what are your goals for doing the training?' Write the questions up on the whiteboard.
- Ask each group to nominate someone to start the discussion.
- Tell them that after the first person has had their say, the person sitting on their left should find something from their own experience that supports what the person just said. For example, this might be similar feelings they have, something that reflects the relevance of what the person said to the workplace, or an anecdote from their experience. Then, they should give their own answers to the questions.
- Allow time for the questions to go around the group three or four times.
- Bring the whole group together and discuss what the learners said.

This activity addresses ACSF indicators 2.01, 2.02, 2.07 and 2.08.

ACTIVITY Plan for work

Whatever their job role or position, many workers find it hard to be prepared for work. Planning calls for consideration for, and understanding of, job requirements. Workers also need to be able to calculate, and to manage their time, in order to accomplish tasks.

- Ask learners to think about their job role and daily tasks, and the tools and equipment they need for the work.
- Prompt them to think about the bigger picture of the day's work. For example:
 - what tools and equipment will they need?
 - how long will tasks take?
 - do they have a target or quota?
 - can they work independently or do they need help (and if so, from whom?)
 - what is the best way for them to communicate with the appropriate people?
- Do they need any permits for the work?
- Modify the tables in the following handout to suit your work context.
- Consider extending this activity into another activity to plan out a typical day.

This activity addresses ACSF indicators 2.01, 2.02, 2.07 and 2.08.

HANDOUT

Plan for work

Think about your work tasks for tomorrow. Write each task beside the time you will do it. Then write the tools and equipment you will need for the task, and you must remember to take. Use the list as a checklist, so you have all the tools and equipment you need for all tasks.

Time	Work task	Tools and equipment	✓
8.00			
9.00			
10.00			
11.00			
12.00			
1.00			
2.00			
3.00			
4.00			
5.00			
6.00			

ACTIVITY Who to contact

This activity gets workers to identify who they need to contact as part of their work (for example, in an emergency, to check a procedure, for help carrying out a task, or to ask about leave or pay issues).

They might want to keep the completed exercise in a personal folder, for future reference.

- Give a copy of the handout to each learner.
- Ask learners to identify all the people they deal with that work. This includes their workmates, supervisors and managers, and any other people they might need to deal with (such as payroll or rostering).
- Ask learners to follow the instructions to complete the activity.

This task could be easily contextualised to research waste management organisations or key industry bodies.

This activity addresses ACSF indicators 2.01, 2.02, 2.05 and 2.06.

HANDOUT

Who to contact

For each person you deal with at work, write their name and position, what you contact them for and how you contact them (for example, verbally, by SMS, e-mail, memo etc.). Also, paste their picture or business card in the space provided.

Paste picture or business card	Paste picture or business card	Paste picture or business card
Person:	Person:	Person:
Position:	Position:	Position:
Contact them for:	Contact them for:	Contact them for:
Communicate with them by:	Communicate with them by:	Communicate with them by:

Paste picture or business card	Paste picture or business card	Paste picture or business card
Person:	Person:	Person:
Position:	Position:	Position:
Contact them for:	Contact them for:	Contact them for:
Communicate with them by:	Communicate with them by:	Communicate with them by:

▶ CASE STUDY

Video as a learning resource

Marianne says 'I use a lot of videos in my training program. Learners really like them. They can go back and watch them over and over to pick up on details. That saves me repeating myself over and over! And now I've got into the swing of it, I find it's quite a time-efficient way to present information. It also provides some variety to meet different learners' styles of learning.'

'I take short videos on my phone and then upload them to YouTube for learners to watch. It's easy and it works really well for the people I train. I have a laptop set up with a data projector in the training room so we can watch them together and talk about them. Because they're on YouTube, learners can also watch them later if they'd like, either on their phones, in the library or at home.'

'I also find that getting learners to create their own videos can get them to really think about work processes and the steps involved in completing tasks correctly.'



ACTIVITY Make a video

Short video clips can be a useful way of presenting information about machinery, equipment and tools, workplace initiatives and best practice approaches to dealing with a variety of situations. They are a good alternative to printed information, and are a great way to get a discussion going.

- Ask learners to form into small groups.
- Talk with each group to identify an activity about which they could make a small video. It could relate to a simple procedure like operating machinery, assessing hazards or communicating messages about the impact of waste on the environment.
- Ask each group to talk through the steps involved in the activity and how they would do it in a video.
- Before they record their activity, get them to have several rehearsals so they can have the sequence of steps clear in their heads, and any supporting materials organised.

Have the group record their video and upload it to YouTube. This is a straight-forward process and is explained at <www.youtube.com/watch?v=9w-gQAwS2uc>.

Invite each group to present their video to the whole group.

This activity addresses ACSF indicators 3.01, 3.02, 3.05 and 3.06.

READING

▶ CASE STUDY

Reading a job plan

Mark, the Site Supervisor at a Transpacific Waste Recycling Site, has a plan for each day of work arranged as cards on a whiteboard. It works well for the team because it summarises the work for the day and everyone can work out what others are doing if need be.

Mark says, 'When new workers see the board they can be a bit daunted, so I take some time to explain it. The structure of it is important – you read some sections down and some across, the company name is always at the top of the card, and the times are always in red. Sometimes I have to explain it a couple of times, but that's ok.'



ACTIVITY Read a payslip

A payslip is a very important document for most workers, and it's essential that workers know what it says.

- Hand out copies of the payslip activity sheet and explain how the payslip works. Explain that some parts of the payslip need to be read across and down, other parts provide summaries of specific information. Make sure that learners understand the vocabulary used in the document. Encourage them to keep a personal list of words and definitions as a reference.
- Ask learners to answer the questions that follow the payslip example.

This activity addresses ACSF indicators 2.03, 2.04.

HANDOUT

Read a payslip

Here is a copy of a typical payslip. Take a look at the information and answer the questions that follow.

											ABN:	95 785 685 678	
											Pay period	Sun 01 Apr 2012 to Sat 14 Apr 2012	
Payslip for DEBBIE ADAMS													
Week Sun 01 Apr 2012 to Sat 07 Apr 2012											Year to date		
	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total hours	Rate \$	Total \$	Taxable income:	\$905.24	
Roster start	12.00		12.00								Tax Paid:	\$420.00	
Roster finish	19.00		19.00								Holiday hours accrued:	1.85	
Week Sun 08 Apr 2012 to Sat 14 Apr 2012											Personal leave accrued:		0.74
Roster start	12.00		12.00								Super this pay slip:	\$71.74	
Roster finish	19.00		19.00										
Normal hours			12.00					12.00	21.20	254.40			
Sun 7-24			12.00					12.00	31.80	381.60			
7.60 Hours(s) public holiday @ \$21.20												161.12	
3.00 Hours(s) overtime 150% @ \$36.04												108.12	
Actual wage												905.24	
Taxable income												905.24	
Tax												-420.00	
												485.24	
Rounding this week												0.76	
												NET PAYMENT 486.00	
NEXT WEEK'S ROSTER Sun 15 Apr 2012 to Sat 21 Apr 2011													
	Sun	Mon	Tue	Wed	Thu	Fri	Sat						
Roster start	12.00		12.00										
Roster finish	19.00		19.00										
FOLLOWING WEEK'S ROSTER Sun 22 Apr 2012 to Sat 28 Apr 2012													
	Sun	Mon	Tue	Wed	Thu	Fri	Sat						
Roster start	12.00		12.00										
Roster finish	19.00		19.00										

- 1 Who is this payslip for? _____
- 2 Which days of the week did they work? _____
- 3 How much did they earn before tax? _____
- 4 How much did they earned after tax? _____
- 5 Which days are they working in the last full week of April? _____

ACTIVITY Words and meanings

Every industry has its own vocational words and is always inventing new ones ... and waste management is no exception!

- Hand out copies of the following worksheet.
- Explain that every industry has its own vocational words and if you work in that industry it's important to get to know the right words to use.
- Encourage learners to keep their own personal word list as a reference.
- Ask learners to form pairs.
- Ask each pair to connect the right word to the right explanation.
- Ask them to add two more words they have heard about but aren't quite sure what they mean.
- Bring the group back together and connect the right word to the right description, drawing on suggestions from the whole group.
- Finally, discuss any words that learners didn't understand.

This activity addresses ACSF indicators 2.04, 2.07 and 2.08.

HANDOUT

Words and meanings

Every industry has its own vocational words and is always inventing new ones ... and waste management is no exception!

Match the word in the left-hand column with the correct meaning in the right-hand column, by drawing a line.

WORD

Side loader

Back-up alarm

Co-mingled

Composting

Landfill

Municipal solid waste

Resource recovery

Source-separation

Transfer station

Waste management hierarchy

Waste stream

EXPLANATION

- 1 The process of organic material (like grass clippings and food waste) decomposing into a nutrient rich mixture that can be sold material.
- 2 The contents of a householder's garbage bin.
- 3 What householders do when they put cans and newspapers in one bin and food waste in another.
- 4 The total amount of garbage and recyclables that households and businesses generate.
- 5 Reducing waste, reusing items, recycling waste objects and recovering the value in waste
- 6 The beeping sound when the truck is reversing.
- 7 Several different types of recyclable materials put in the recycling bin.
- 8 A type of truck with a mechanical arm that reaches out the side of the truck to collect the householder's bin.
- 9 A place where sorters look at the waste and separate recyclable materials.
- 10 The site for burying municipal waste.
- 11 The practice of recovering items of waste to extract value from them, for example by recycling, composting or generating energy.

► CASE STUDY

Reading dense texts

Part of what Alex teaches is how to understand various formal and semiformal documents that explain the requirements of legislation. This is how she does it.

'Firstly, I get learners to have a quick look at the document and think about its purpose. Who is it written for? What do you think will be in it? I point out that these types of documents have levels of headings and sub-headings: that might be obvious to you and me, but it's not always obvious to people who haven't dealt with these types of documents before. I give them a limited time to look at the main headings, the sub-headings and the diagrams, and also to look at the contents page, so they can quickly get an idea of what's inside and where. That way, they start to get the gist of what it's all about.'

'Then we have a quick chat about what the document is about and how it's structured. I encourage learners to identify words that they don't understand and to have a go at working out their meaning. Legislation sometimes incorporates very complex words. I ask learners to try and work out the meaning for themselves by looking at the surrounding text and graphics, or by breaking the word up into parts – you know, prefixes, suffixes, splitting up compound words – that sort of thing. I always try and get learners to keep their own wordlists for personal reference, too.'

'Then I get them to do some exercises on skimming and scanning for information. Skimming includes reading the first sentence (or the topic sentence) of paragraphs to get the main points of a bulky text. Scanning involves looking for specific words about a topic to locate particular information that they can read in detail.'



ACTIVITY Read procedures

Every workplace has policies and procedures that all workers must follow to comply with requirements and ensure quality. Many learners will know about their policies and procedures from their induction program, but might need help understanding them and locating particular information.

The following sample procedure explains how to deal with acid burns.

- Give learners a copy of the handout.
- Encourage learners to skim and scan the procedure to get an idea of what the text is about, its structure and the audience, and then go back over the text and read the detail, highlighting any words that they don't understand the meaning of.
- Then ask learners to answer the questions either verbally or in writing.
- Follow up with the hand out titled 'Read more procedures'.

This activity addresses ACSF indicators 3.03, 3.04.

HANDOUT**Read procedures**

Read through the procedure, and then answer the questions.

Quick'n'Easy Recycling: Treating acid burns in the workplace

Acids

Acid burns may result from contact with sulphuric acid, hydrofluoric acid and certain household products. Watch out for bleaches, drain cleaners, oven cleaner, products containing ammonia and discarded vehicle batteries.

Protection

In all cases where you are handling acid-based products, exercise great caution. Always wear **safety glasses** or a full protective face mask when you are working with acids. Protect the skin by covering up arms and legs. Always wear closed, capped shoes and gloves.

Emergency procedure

The procedure for dealing with **acid burns** is to flush the area (skin or eyes) with copious amounts (large amounts) of water for a minimum of ten minutes. For deeper burns, apply water for 20 minutes and seek medical assistance. Eyes must be flushed with sterile water.

First aid equipment

In the workplace where goods are sorted, there should be a lever operated tap over a sink. You will be able to operate the tap with either the head or the hand, so if you get acid in your eyes, you can use your head to turn on the tap. You do not need to use your hands, which may also be contaminated with acid.

The plants in Sydney have several **first aid kits** located around the workplace which contain sterile water, suitable for flushing the eyes if cases of acid burn.

If you use one of these bottles of sterile water, you must inform your supervisor, so that a new bottle can be placed in the kit.

You should not use an opened bottle – always make sure that the bottle you use is unused and unopened.

If symptoms (pain, burning sensation) persist after flushing the eyes, request medical attention.

Updating kits

Be responsible. If you only need a small amount of eye wash, use the smaller bottles in the kit. Once a larger bottle is opened, it has to be discarded. An opened bottle of sterile water cannot be left in the kit. Once it is opened, it is no longer sterile, and may be contaminated.

Anything you use from the kit must be reported to your supervisor, so that the item(s) can be replaced

HANDOUT**Read procedures** *(continued)***Questions**

- 1 What are four household items that can cause acid burns?

- 2 Where in the procedure does it say who must update first aid kits?

- 3 What personal protective equipment must you wear when handling materials that can cause acids burns?

- 4 If you saw an opened bottle of sterile water in the first aid kit, what would you do?

- 5 What are two problems you see with this procedure?

- 6 How would you make this procedure easier to understand?

Read through the procedure and answer the questions that follow.



HEALTH AND SAFETY POLICY

Objectives:

At Transpacific, we are committed to the safety, health and wellbeing of our employees. We believe that all workplace incidents, injuries and illnesses are preventable and aspire to achieve our aim of "Zero Harm" by making health and safety the first priority in all our business activities.

We also believe that attaining the highest standards in health and safety is paramount to the success and sustainability of our business.

Transpacific achieves these objectives by:

- Empowering all employees and contractors to cease work where there is a threat to safety;
- Complying with all legal requirements, codes of practice and standards applicable to our activities;
- Demonstrating visible safety leadership through our Supervisors and Managers;
- Identifying and understanding the hazards inherent to the activities we undertake and effectively assessing, controlling and managing those risks;
- Providing appropriate training and support to our employees and contractors to enable them to understand our vision of "Zero Harm", and to allow them to perform their roles competently and safely;
- Setting objectives, targets and key performance indicators which continually drive us to improve our health and safety performance;
- Learning from our performance and continuously improving our processes and work practices; and sharing lessons learnt with others;
- Ensuring that all incidents are investigated fully - specifically identifying the causal and contributing factors so that appropriate corrective actions are taken;
- Regularly undertaking audits and inspections of our operations; and
- Communicating this policy to employees and interested stakeholders; and reporting on our health and safety performance openly and transparently.

All employees and contractors are required to:

- Carry out their work in accordance with Transpacific's safety policies, processes and procedures;
- Be accountable for their own safety, and that of others; "SLAM" – Stop, Look, Assess and Manage the hazards and risks inherent to the activities they undertake;
- Stop work where there is a threat to their or others' safety;
- Report any hazards or identified risks and all incidents which cause actual or potential injury or damage;

Application

This policy applies to all employees, contractors and joint venturers engaged in activities under Transpacific's operational control.

The Chief Executive Officer of Transpacific is accountable to the Board of Directors for ensuring this policy is implemented.

This policy will be reviewed annually, and updated as required.

Approved by the Board of Directors on 19 September 2012

Transpacific Industries | Recover Recycle Reuse

TIG COR P 0001

Uncontrolled document when printed

REV 6

From www.transpacific.com.au/asset/cms/Documents/Transpacific%20Health%20and%20Safety%20Policy.pdf, accessed 6 February, 2013.

HANDOUT**Read more procedures** *(continued)***Questions**

① Who does this policy apply to?

② What drives staff to continually improve health and safety performance?

③ Which incidents must be reported? Who to?

④ What should happen if there is any threat to safety?

ACTIVITY Rework a procedure

A summarised version of a procedure, with graphics to explain key points, can help workers understand the key things they must do.

- Form the learners into small groups and handout the activity on the next page.
- Use the *Quick'n'Easy Recycling: Treating acid burns in the workplace* procedure statement from the previous activity, or another from the context in which you work.
- Ask each group to make a list of things that a worker must do, starting with taking care when handling acid-based products, and finishing with asking for medical help.
- Ask each group to write the list of things in a logical order, using simple, everyday English. Note that they will not need to use all the words or ideas in the procedure statement to do this.
- Ask each group to take photos to illustrate the safe and correct way to carry out each step.
- Discuss the end products of this activity as a group. Are they easier to understand? Why?

This activity addresses ACSF indicators 3.03, 3.04, 3.05 and 3.06.

HANDOUT**Rework a procedure**

- ① Use a workplace procedure.
- ② Make a list of things that a worker must do.
- ③ Write the list of things in a logical order, using simple, everyday English. *You will not need to use all the words or ideas in the procedure statement to do this.*
- ④ Take photos to illustrate the safe and correct way to carry out each step.

	Step or point	Graphic
1		
2		
3		
4		

HANDOUT**Rework a procedure** *(continued)*

	Step or point	Graphic
5		
6		
7		
8		

ACTIVITY Interpret an SDS

As with the previous activity, Safety Data Sheets (SDS) are also often complex documents that can be difficult to access and understand.

This activity requires the learner to skim and scan an SDS and look for the key information and then summarise it.

- Organise the learners into pairs for this activity.
- Ask learners to choose an SDS that is used in their workplace.
- Ask learners to skim and scan the document, noting their layout and the way that information is presented. Pay particular attention to the headings, the diagrams, the coloured or bolded information to assist learners to work out what information is important.
- Encourage learners to use a highlighter to mark up key points.
- Ask learners to summarise the key points of the SDS. They may choose to:
 - Write a number of paragraphs with some dot points
 - Write paragraphs supported with photos
 - Develop a poster
- The summary should be easy to follow and sufficiently detailed to provide key safety outcomes to the reader.
- Encourage learners to use the plan-draft-edit approach to this task, before producing the final product.
- Encourage learners to share their work and reflect on the process of summarising information.

This activity addresses ACSF indicators 3.03, 3.04, 3.05 and 3.06.

WRITING

► CASE STUDY

Completing a report

Model texts are standard forms and templates (such as for incident reports, response e-mails and technical specifications) that workers adapt for particular situations. This saves them having to write free-form explanations which are hard to compare and may not capture all relevant information.

One trainer explains how he teaches about incident report forms.

'We have a few different report formats that we use here. I usually start with the incident report because it's part of the initial safety awareness program. I pull the form apart and go over it in detail. In some parts, you include information by ticking boxes. Other parts need prose text. I always have some examples of completed forms on hand to use as examples and models for how learners can fill out the forms.'

'Most learners are OK with the tick box information; it's where they have to write sentences that they often fall down. I encourage them to write down what happened, just as they would say it, and then read what they've written to make sure it says what they mean. That process of drafting, reading, redrafting is an important one to learn. I also encourage learners to get others to read their work and see how they interpret what they've read. It takes practice to really communicate what you mean.'



ACTIVITY Complete a report

- Organise learners into pairs.
- Give each pair a copy of the Incident report form following this activity.
- Explain the layout of the form – most information is added in beside headings, although in some parts information is expanded underneath a heading, and there are some boxes that need to be ticked.
- Ask learners to look over the form to see what information is required.
- Provide learners with a completed incident form (that you have completed for a different scenario) which provides an example, or a model, and explain how the form has been completed. You could also write some key words on the whiteboard that learners may use.
- Ask learners to listen to the information that you are about to read, and use the information to complete the incident form.
- Read out the incident scenario twice from the handout on the next page, and then promote a discussion with learners using the following questions (that would apply to many report writing situations):
 - what happened?
 - when did it happen?
 - where did it happen?
 - who was involved?
 - why did it happen?
 - how did things end up?
- Read the incident scenario again and suggest to learners that they could take notes.
- Ask learners to fill out the form using the information from the incident scenario.
- You might also want to simplify this activity by giving learners the written scenario. That way, you give them some words, phrases and sentences they can use to do the activity.

This activity addresses ACSF indicators 2.03, 2.04, 3.05, 3.06, 2.07 and 2.08

HANDOUT**Incident scenario**

It's 6.25am on 7th February and you are working on contract to a company called Movelt, making curb side collections of recyclables for the local Drayton council. The sun is coming up but it's still pretty dark.

You are driving a left-hand drive side loader, V489, along a reasonably wide street and had just about reached the end of the street when a resident runs up to your truck. They are angry – they think you have scratched their Suzuki Swift with your truck. You go back to inspect their car. It does indeed have scratches on the side but you cannot understand how your truck might have scratched it. You had good clearance on the road, you feel alert and the scratches are not in a position to make it clear your truck caused them.

INCIDENT REPORT FORM							
Department:				Incident no:			
Job no:			Site:				
Incident classification							
<input type="checkbox"/> First Aid Injury	<input type="checkbox"/> Infrastructure/Utilities Damage	<input type="checkbox"/> Environmental Harm	OFFICE USE ONLY Reportable <input type="checkbox"/>				
<input type="checkbox"/> Medical treatment Injury	<input type="checkbox"/> Occupational Illness	<input type="checkbox"/> Public Impact					
<input type="checkbox"/> Restricted Work Injury	<input type="checkbox"/> Vehicle Damage	<input type="checkbox"/> Compliance/Procedural Breach					
<input type="checkbox"/> Lost Time Injury	<input type="checkbox"/> Plant/Equipment Damage	<input type="checkbox"/> Near Miss					
		<input type="checkbox"/> Report Only					
Incident details							
Involved/Injured person:				Job title:		Date of birth:	
Incident time/date	Date	Time	Reported by:		Time/date reported	Date	Time
Reported to				Witness			
Employment status <input type="checkbox"/> Employee <input type="checkbox"/> Other <input type="checkbox"/> Contractor				Contractor company name:			
Involved person's experience	<input type="checkbox"/> 1-6 mths	<input type="checkbox"/> 6-12 mths	<input type="checkbox"/> 1-3 yrs	<input type="checkbox"/> 3-5 yrs	<input type="checkbox"/> 5-10 yrs	<input type="checkbox"/> >10 yrs	
Damaged plant/equipment	ID no.		Type		Make		
	Model		Hours / Kms		Year of manufacture		
Description of damage					Estimated repair cost \$		
Incident summary							
What was happening just before the incident							
Describe what happened (including brief description of any injury sustained)							
Supervisor to complete							
Action:							
Referred to:							

ACTIVITY**Reply to an email enquiry**

- Send the email in the following handout to the learners. If learners don't have access to e-mail, print a copy for each learner.
- Ask the learners to read it, to note the structure, and respond with an email that answers the customer's questions.
- Ask learners to follow the structure of the email that you sent, using sentences and punctuation such as full stops and capital letters.
- Ask the learners to email their response to you.
- Make sure that the learners address all of the issues that have been raised in the e-mail
- Consider giving learners with low LLN skills the email as a model, to help them with spelling, punctuation and idea structure.

This activity addresses ACSF indicators 3.05, 3.06. 2.03 and 2.04.

HANDOUT

Reply to an email enquiry



From:

Alicia

To:

Waste Management Services

Subject:

Skip hire

Hello

I am interested in hiring a skip from you, for 8 cubic metres of waste. The bin is for my home. I need it to remove what's left over from our house renovations. I need it to be delivered at the latest next week. I can't have all this rubbish sitting in my front yard for long.

What is your best price? Can all sorts of materials go into the skip? We have mainly plaster, a wooden kitchen, doors, timber frames, some old bricks and soil.

I would appreciate a quick reply.

Kind regards

Alicia

ACTIVITY Write telephone messages

- Organise learners into groups of three.
- Ask two learners to role play the telephone message while the other listens and notes down the key information for the written message.
- Reassure the message writer that they don't have to write the message in complete sentences, they can use dot points or short phrases. What's important is communicating the key information.
- As a group, look over the messages that have been written. Do they include the important parts of the message?

This activity addresses ACSF indicators 3.05, 3.06 and 2.08.

HANDOUT

Write telephone messages

CONVERSATION 1

Bettina: Hello. Waste Management Services, Bettina speaking.

Rick: Ah – g’day. Rick Stevens here. Could I speak to Alan Weaver please?

Bettina: Sorry, he’s not here at the moment. Could I take a message for him?

Rick: Yes, could you tell him that I’ll be at the site meeting next Wednesday, and I’ll be bringing Petra Dunbar with me. Also, tell him that it’s important that we talk about the Westfield site while Petra is there. And you better ask him to call me.

Bettina: OK. I’ll pass that on. What’s your number?

Rick: It’s 0419 090314

Bettina: I’ll just check the number. It’s 0419 090314.

Rick: Yeah – that’s right, Thanks.

Bettina: No problem. Bye.

Rick: Seeya.

TELEPHONE MESSAGE



To: _____

From: _____

Date: _____

Message: _____

This activity addresses ACSF indicators 2.05, 2.06 and 2.08.

CONVERSATION 2

Jim: Good afternoon. This is Waste Management Services. How may I help?

Paul: Paul Thambu speaking. Put me through to Dave Davis please.

Jim: Unfortunately, he’s working offsite today. Can I pass on a message?

Paul: Yes. Please let him know that the starter motor for the truck has finally arrived, so I’ll get a driver to drop it off at the workshop tomorrow. Can you get him to make sure that someone will be there to sign for it?

Jim: Yes, I’ll pass that message on.

Paul: Good on ya. Thanks buddy.

Jim: That’s fine. See you later.

Paul: Yeah. Seeya.

TELEPHONE MESSAGE



To: _____

From: _____

Date: _____

Message: _____

ORAL COMMUNICATION

▶ CASE STUDY

Using colloquialisms and euphemisms

Units of competency often say communications should be 'positive', 'professional' and 'effective'. The problem is, people often don't say what they really mean. Many people use colloquialisms or euphemisms, and the real message can easily be lost.

Rodney was a young Indigenous man working in Cairns whose third language was English. He seemed to be losing interest in his training and often appeared distracted. Just before Rodney headed off to train on a loader for the day, his supervisor called him in to have a chat.

'Rodney, you've nearly got this course squared away – is there anything I can give you a hand with? I want to you to know that I'm here to help... the gate's always open, mate', said the supervisor. *'You know you can level with me about anything that might be playing on your mind.'*

I wasn't so sure that Rodney really understood what his supervisor was talking about, so later I quietly asked him what his supervisor had said.

'I'm not real sure, but I think he wants me to go and pick up some waste at his place', said Rodney.

Rodney understands the practical requirements of the course but colloquialisms and euphemisms confuse him. I resolved to have a chat to the supervisor about making instructions and advice clear and straightforward.



ACTIVITY

What would you say and how would you say it?

- Allocate learners into groups of three or four.
- Give each group a copy of one or more of the scenarios below.
- Ask them to think about how they would deal with the following situations. What would they say and how would they say it?
- Provide an example to one of the scenarios as a way of modelling good practice and discuss oral communication strategies used during interactions that can be difficult, such as:
 - use introductory phrases to set the scene
 - use empathetic tone and body language
 - listen to and respond to cues.
- Ask learners to complete the activity.
- Once completed, summarise by discussing what makes saying difficult things easier.

This activity addresses ACSF indicators 3.07, 2.08.

HANDOUT

What would you say and how would you say it?



- 1 Your boss asks you to take the Toyota over to the transfer station and pick up Gerry. You don't have a site driver's licence yet. What do you say to her?

- 2 One of your team members keeps coming to work really late. You like him, but it means that you have to cover more and more work each morning. What would you say to him? How would you say it?

- 3 Your cousin's getting married and it's all very last minute. The ceremony is this coming Wednesday afternoon when you know that you must cover a workmate who is on leave. You need to ask your supervisor for some time off. What will you say?

- 4 You notice one of your colleagues is very quiet and you're concerned that there's something going wrong at home. How would you show your concern?

- 5 You met a couple socially who live close to the landfill who are angry about dust and odour. They have tried complaining but feel they are getting the cold shoulder and are preparing to hire a lawyer. They want you to make one last appeal to the operators to sit down and talk with them. What would you say to your supervisor? How would you say it?

- 6 One of your colleagues has really bad body odour. What would you say to him? How would you say it?

- 7 Give positive feedback to a colleague about a job well done.

ACTIVITY Give instructions

Work instructions are often verbal, and it's important that workers understand and follow them correctly.

- Explain to the learners that the purpose of this activity is to practise listening to instructions.
- Divide the group into pairs and give a copy of the handout below to one of the pair.
- Ask one person to read out the instructions and the other to listen to the instruction, and then recount it back to check they understood.
- See how often the instruction is accurately conveyed.
- Add some of your own instructions, relevant to the workplace.
- Debrief the activity and discuss strategies for effective listening.

This activity addresses ACSF indicators 2.07 and 2.08.

HANDOUT

Give instructions

- ① Make sure you wear all the correct PPE when you're on site – especially near the compactor – that's ear muffs, safety glasses, hard hat and high visibility vest.
- ② When you're sorting recyclables, aluminium and other metals go into the blue chute, plastics into the green chute and glass and paper into the red chute.
- ③ Take Stine over to the landfill and on the way back call in at the post office and pick up the parcel that's addressed to me. Here's the notice. I think it's that part for the crusher that we've been waiting for. And can you also pick up a roll of barbed wire from Macreadie's when you're going past.
- ④ While you are driving, it is very easy to find yourself slouching, with your shoulders rounded and your chin poking forward. This can lead to pain and stiffness in your back, neck and shoulders and it can also lead to headaches. Make sure that you sit well back in your seat, sit tall, bring your chin down and have your shoulders back.
- ⑤ When you're doing the hard rubbish collection this week, remember that we don't collect building materials, LPG gas bottles, mattresses, or any liquids such as paint or cooking oil.

► CASE STUDY

Dealing with an angry or upset customer

‘Knowing how to communicate with people who are angry or upset is an important skill to learn – and it can be good fun to teach. I often start off by getting learners to watch a video about customer service – like this one at: www.youtube.com/watch?v=OaZnCu1hc0I&feature=related.

‘After watching the video and having a laugh, I start a discussion about what consumers are looking for when they pay for a service. Then I ask learners to put themselves in the shoes of the person making the complaint. I’m surprised at how difficult many learners find that to do! I ask them to think about how they would feel when they don’t get the service they are expecting, and how they would like to be treated in that situation.

‘We also talk about how people who complain need to feel like their complaint is acknowledged, and different ways to do that. After the acknowledgement, you can usually go on to have a reasonable conversation about the detail of the complaint and about what can be done.’



iStockphoto © tyler olson

ACTIVITY

Deal with a complaint

Occasionally, learners will have to deal with a customer complaint or a workplace grievance. People complain about all sorts of things: sometimes validly, sometimes not. When people complain, they are often angry or upset and need to be treated respectfully.

To handle a complaint, learners need empathy and negotiation skills. They also need to make a response, in terms of the language they use and the solutions they offer, that meets the employer's standards.

- Form the learners into pairs.
- Cut up the scenarios on the following page and give one to each pair – each involves a different complaint.
- Ask one of the learners play out the person making the complaint; a second learner deals with the situation according to the company's guidelines.
- Ask learners to think about:
 - what person receiving the complaint would say
 - how they would say it
- How the person making the complaint would feel?
- Bring the whole group together and discuss the issues that arose.
- Consider asking the group to write guidelines for dealing with complaints.

Consider recording the role-play and uploading it to YouTube (on a private setting). Instructions on how to do this are at www.youtube.com/watch?v=9w-gQAwS2uc.

If you do, ask learners watch each others' videos and discuss the different approaches each pair took. Then have a general discussion about the different scenarios: what should, and should not, be done in each case?

This activity addresses ACSF indicators 3.07, 2.08 and 2.04.

HANDOUT

Complaints



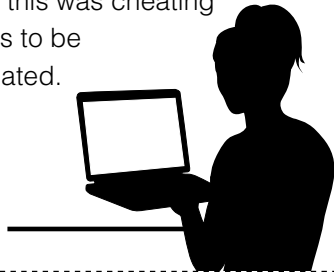
After his bin was emptied, a householder (Liam) calls to complain that a lot of rubbish was left behind on his front lawn.



A pedestrian (Monica) has called in to say that she was almost hit by one of the company's trucks on Main Street at 2pm. You realise that the driver was your colleague, Carl.



The office gets an email from a client saying that she hired a 4m long bin and only filled it to $\frac{3}{4}$ capacity. She saw the driver pick up some hard rubbish from a neighbour and put it into her bin, for extra money. She feels this was cheating and wants to be compensated.



You have been working with Peter for the last week and are upset that he keeps flirting with some of the clients. You feel this is unprofessional and embarrassing.



A customer calls to say that she put her bin out this morning on time and the truck did not pick up her rubbish! She is insisting that her rubbish is picked up today!



Your manager (Imran) has learnt that you rarely clean the staff kitchen at work, and that your workmates are cleaning up after you.



► CASE STUDY

Getting the most from meetings

'One day I sat in on a tool box meeting to listen to a group go through a job safety analysis. I got a bit of a shock at how the group interacted: lots of talking over the top of each other, three people who didn't say anything, one of them seemed very disengaged, no one seemed to be listening to anyone, and the supervisor trying to run the meeting had to really yell to get any attention! At the end of the meeting, nothing had really been discussed or decided on. It just seemed like a waste of time, and most people were really frustrated.

'I decided to act.

'I had a chat to the group about communicating as part of a group and outlined a few protocols. You know, things like:

- *there's usually someone who will take the lead on a discussion – it's important to listen to them and let them take that role*
- *it's important to be polite*
- *let one person talk at a time*
- *listen to what others have to say*
- *help to manage interruptions so the conversation can flow and so that everyone has a chance to contribute.*

'We also talked about:

- *words to use when entering or leaving a discussion*
- *clarifying and explaining issues and points of view*
- *how to make suggestions*
- *appropriate ways to respond to suggestions*
- *considering others' points of view*
- *appropriate ways to agree and disagree*
- *politeness conventions to use when speaking in a meeting.*



'I borrowed a video camera and recorded the next toolbox meeting and at the training session that followed I played it back to them. I asked the group to watch their interactions and talk about them. It was a really good way to get the message across, because it was really clear when people were talking over others and butting in – at the time they hadn't realised they were doing it, but watching it on the replay made it really clear. I asked them to reflect on their input and think about how they would participate next time.

'It took some practise! We followed up with activities like how to clarify information, being polite when discussing different points of view, and how to summarise information, that sort of thing. The meetings are pretty well-run and efficient now.'

ACTIVITY**Get the most from meetings**

- Do what the trainer in the case study above did: go along to the next toolbox meeting and video record it. If there is no convenient toolbox meeting, you might need to have one rescheduled, to coincide with your training.
- After the meeting, play the recording back to the group. Before you do this, hand out a copy of the good meeting conduct checklist on the next page.
- Ask learners to record their thoughts about what they are seeing on the checklist.
- After watching the videos, use the following checklist to get learners' feedback on what they saw, and how they think any issues could be dealt with in future.

This activity addresses ACSF indicators 2.02, 3.07 and 2.08.

HANDOUT

Get the most from meetings

Discussion observations	Comments
INTRODUCTION TO THE DISCUSSION	
Was the reason for the meeting made clear?	
Were people given guidelines about how to participate?	
THE DISCUSSION	
Did people:	
• take turns to speak?	
• listen to others?	
• interrupt each other much?	
• clarify and explain their ideas?	
• make suggestions?	
• treat each other with respect?	
• stay on the topic?	
CLOSING THE DISCUSSION	
Were:	
• key points summarised?	
• follow up steps clear?	
• people thanked for participating?	

NUMERACY

ACTIVITY

Complete checklists

Completing checklists can involve different tasks including transferring readings from gauges and scales to a data sheet, ticking off that readings are within the required range, or that things are as they should be. Checklists are completed regularly in the workplace. It is important that they reflect the real situation and not completed for the sake of compliance. Checklists sometime require explanation about whether items should be ticked or whether readings are required. Model texts, in this case completed checklists, can be a helpful support when learning a new form.

- Distribute a copy of the handout Daily vehicle checklist to each learner.
- Specify a vehicle for the learners to complete the checklist for.

This activity addresses ACSF indicators 2.09 and 2.11.

HANDOUT

Daily vehicle checklist

DAY/DATE: ___ / ___ / ___ NAME: _____ VEHICLE ID: _____

CHECK	OK	Attention required	CHECK	OK	Attention required
ENGINE – MAIN	Oil		General		
	Water		Gauges & warning systems		
	Fuel		Windscreen/wipers/washers		
ENGINE – ANCILLARY	Oil		Batteries restraint/water		
	Water		Battery box		
	Fuel		Braking system		
PUMP/BLOWER	Condition		Cab & general appearance (inc. Glass)		
	Oil level		Belt condition (all drive belts)		
HYDRALICS	Oil levels		Pump clutch operations		
VAC UNIT	Door seals & valves		Water levels		
TYRES	Pressure/condition		General oil		
	Drive tyres		Mud flaps		
	Steer tyres & spare		Mirrors		
SAFETY	Safety gear (PPE)		Reverse warning devices		
	Safety signs		Warning lights		
	First aid kit		Work lights		
	Fire extinguisher		Hoses		
	Spill kit		Signs of wear		
	Seat belts		Check all crimp points		
	Rego stickers		House couplings		
	Steps		“O” rings		
DRAIN – Tanks daily			Other detergent		
AIR TANKS – Check daily			Extra oil		
TOOL KIT SUPPLIED			All equipment for job		

Bubbler and seal waters must be cleaned and charged to the client at the end of EACH day's work

THIS SECTION MUST BE COMPLETED DAILY	Speedo finish:	Fuel docket no.
	Truck hour meter:	
	Aux. Motor hours:	Fuel usage:
	Operator:	Aux fuel usage:
	Comments & defects:	
	Action taken:	
	Workshop supervisor:	
	Operator's signature:	Date: / /
Mechanic's signature:	Date: / /	

WHITE – Workshop

BLUE – Head office

PINK – Depot

YELLOW – Book

ACTIVITY Estimating

Many waste management jobs involve some sort of estimating. Before a learner can estimate, they need to know about units of measurement, and about which measurements to use to measure what. Learners might need to have some of the terms explained – terms such as capacity, or some of the unit measurements. Then it's a matter of getting an 'in the head' picture of how the measurements apply.

- Give each learner a copy of the *Estimating* activity on the next page and ask them to do it. After all learners are finished, run through the correct answers with them.

This activity addresses ACSF indicators 2.10.

ACTIVITY Doing the sums

- Give each learner a copy of the Doing the sums activity and ask them to do it. After all learners are finished, run through the correct answers with them.

This activity addresses ACSF indicators 2.09, 3.09, 2.10, 3.10, 2.11 and 3.11.

HANDOUT

Estimating

Estimate the measurements of the items listed in the left column, using an appropriate unit of measurement.

	Unit of measurement	Your estimate	Actual measurement
The time taken to sort and segregate a truck load of mixed waste material (specify which)			
The capacity of a garbage truck (specify which)			
The width of a waste collection truck with a side lift (specify which)			
The time taken to respond to a complaint in your organisation (average)			
The distance behind a garbage truck before the driver can see you			
The time taken to complete a waste collection route (specify which)			
The weight of a skip bin (specify which)			
The length, depth, height and capacity of a skip bin (specify which)			
The capacity of a wheelie bin (specify which)			

HANDOUT

Doing the sums

Work out the answer to the following questions. Show how you worked out the answer, which might be using a sum, or a drawing.

1 Every one tonne of paper and cardboard recycled saves 13 trees, 2.5 barrels of oil, 4,100 kWh of electricity, 4 cubic metres of landfill space and 31,780 litres of water. What is saved by recycling five tonnes of paper and cardboard?

2 The capacity of your truck is one tonne. You have been booked to collect a load of 1214kg. Can you collect the full load?

3 Recycling one aluminium can produces enough electricity to power a 100-watt light bulb for 20 hours. How many days of light would be produced by a 100-watt bulb if 50 aluminium cans were recycled?

4 Diesel costs \$1.92 per litre. The capacity of the truck's tank is 200 litres. How much does it cost to fill the tank?

5 A truck tyre costs \$485. How much do four tyres cost?

6 The enquiries desk is open from 4am to 7.30am and from 1600 to 2000 every day, seven days a week. How many hours a week is it open?

7 It takes Joey 2 hours and 8 minutes to complete a waste pick-up circuit that includes 32 pick-ups. What's the average time for each pick-up?

8 The air pressure on a tyre measures 83psi. It should be 90psi. How many psi should you add?

9 A company has 32 lost time injuries in a year. The target for next year is to reduce this number by 20%. What is the maximum number of injuries that could occur and meet the target?

ACTIVITY

Read and plan time

To work efficiently, most people need a work plan and a daily routine. To do this, it's important to understand ways of expressing time, and how they are used, which is sometimes difficult for learners. The next two activities cover using time.

- Give learners a copy of the handout *Read time* on the next page and ask them to complete it. After all learners are finished, run through the correct answers with them.
- Give each learner a copy of the handout *Plan time*.
- Explain that it is common for people to just let activities fill up their week, and then not to know where their time has gone! The first step to effectively managing time is to know where it goes.
- Ask learners to think about how they expect to spend their time next week. What do they plan to do? How much time will each task take? Ask learners to reflect on this and fill in the activity sheet.
- If your training schedule permits, reconvene the group after one week and ask learners how close to reality their time plan was, and discuss any issues. For example, did they have enough experience managing time to make realistic estimates? How much did events outside their control disrupt their plans? Could they take greater control over their time in future? Do they think time planning is realistic and useful for them?
- If your training schedule doesn't permit this discussion, ask learners to reflect on these issues after the session.

The *Reading time* activity addresses ACSF indicators 1.09.

The *Planning time* activity addresses ACSF indicators 2.09, 2.10 and 2.11.

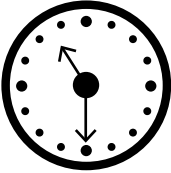
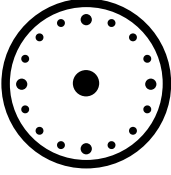
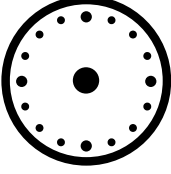
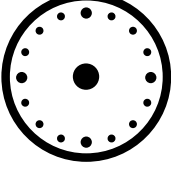
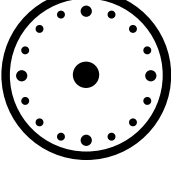
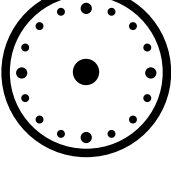
HANDOUT

Read time

There are several ways used around the world to show time:

- analogue (as on a clock face). This is 12-hour time, either am (morning, before noon) or pm (afternoon and evening, till midnight)
- using the 24 hour clock, where the hours and minutes are written as a four-digit number.

Fill in the table below with the missing information. The first row is done for you.

Time in words	Analogue time	12 hour time	24 hour time
Half past ten (or ten thirty)		10:30am	1030
		7:15pm	
Quarter to four (in the afternoon)			
		5.30pm	
Twenty-five to eight (in the morning)			
		10.15pm	

HANDOUT**Plan time**

Use the timetable below to schedule your tasks for the week ahead (starting tomorrow).
What do you plan to do with your time in the next week? How much time will you need for each thing you plan to do?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
0600							
0700							
0800							
0900							
1000							
1100							
1200							
1300							
1400							
1500							
1600							
1700							
1800							
1900							
2000							
2100							
2200							

4 Resources

Publications and websites

No More Excuses – An industry response to the language, literacy and numeracy challenge was published in 2011 by eleven industry skills councils to explain the national LLN skills challenge and how the VET system can address it. It's available at www.isc.org.au/pdf/NoMoreExcuses_FINAL%20FINAL%20single%20page.pdf (or google *no more excuses ISC*)

All LLN trainers should have a copy of the **Australian Core Skills Framework**. For more information about the framework, go to www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework (or google *ACSF*). From this site, you can download a copy or ask for a printed copy. You can also locate information about professional development opportunities related to the ACSF.

For tools to assess LLN performance against the ACSF, go to www.precisionconsultancy.com.au/acs_framework (or google *acsf details precision*)

For further information about reasonable adjustment approaches, go to the Training Package @ Work site at www.tpatwork.com/Back-2-Basics/Delivery-basics.aspx (or google *reasonable adjustment*) and select the 'reasonable adjustment' link. Also check out the assessment resources on the National Skills Standards Council at http://www.nssc.natese.gov.au/nqc_archive/nqc_publications/publications.

Taking the Lead is a one-stop-shop for information and advice about developing core LLN skills in the service industries. For more information, go to www.takingthelead.com.au (or google *taking the lead LLN*)

Adult Literacy Resource is presented by the National Centre for Vocational Education Research (NCVER) for literacy practitioners. The resource pulls together a wide range of research in an easy to access website, at www.adultliteracyresource.edu.au (or google *NCVER adult literacy resource*).

AMES makes available a wide range of vocational resources that trainers might find useful: they are at www.ames.edu.au/content/publicationscategory.aspx?pcid=11 (or google *NSW AMES publications*).

LiteracyNet is a website with useful information about Australian adult literacy activities and links to other programs, professional development, resources and research sites. It's at www.deewr.gov.au/skills/programs/litandnum/literacynet/Pages/default.aspx (or google *LiteracyNet Australia*).

LLN skills are often called foundation skills. For more information about foundation skills, see *Skills for prosperity – a roadmap for VET* (google *Skills Australia Skills for Prosperity*) and *Foundation Skills in VET Products of the 21st Century* (google *Foundation Skills in VET Products*).

The **Queensland VET Development Centre**, Department of Education and Training has some excellent resources for working with learners with a disability – go to training.qld.gov.au/information/equity-diversity/resources-tools/index.html (or google Queensland VET Development Centre).

Funding

The DIICCSRTE Language, Literacy and Numeracy Program funds training for eligible people referred through agencies such as Centrelink and Job Network members. Organisations that receive program funding are required to report against the ACSF.

DIICCSRTE also funds the Workplace English Language and Literacy (WELL) program. The program provides competitive grants to organisations for English LLN training linked to workplace training, helping workers meet their current and future employment and training needs. Organisations must use the ACSF to determine workers' LLN training needs.

CPSISC's WELL Broker can provide information about the program and the application process. For more details, contact CPSISC (details are at the front of this guide).

Information about other sources of funding for workforce development is available at www.skills.gov.au/skillsconnect.

Language, literacy and numeracy skills checklist

It's useful keep track of a learner's progress with language, literacy and numeracy skills, as you would with vocational skills.

The following checklist includes the language, literacy and numeracy skills in the core units of competency from the CPP30711 Certificate III in Waste Management. You can use it to track a learner's language, literacy and numeracy skills. You might need to add more skills (depending on the workplace) and vary it for different learners. As you work through the training program, tick off the skills as learners achieve them.

Language, literacy and numeracy skills checklist for:	
The training program requires the learner to use the following LLN skills (select appropriate skills and add any others)	I can (✓)
LEARNING	
• understand work roles within team and organisation	
• identify steps in a process or goals for a task	
• know the equipment needed to complete identified task	
• know the OHS rules for using equipment in the workplace	
• seek assistance from mentor or supervisor if unsure of what to do	
• access information on an issue from internet/intranet or other sources, for example an equipment manual	
• pose questions to focus information search	
• keep a personal learning file to assist with completing works tasks, such as model reports	
• use simple strategies to clarify and reinforce learning, for example copying, underlining, memorising, practising skills in own time	
• engage in learning with others, for example use basic approaches such as distribution of tasks and unstructured discussion to achieve group outcomes	
• pose who/what/why questions to help direct information search	
• use a methodical process to determine the training needs of others	
• identify hazards	

Language, literacy and numeracy skills checklist for:	
The training program requires the learner to use the following LLN skills (select appropriate skills and add any others)	I can (✓)
READING	
• locate key information in OHS policies and procedures	
• locate key information in relevant legislation and regulations, including rating / conservation systems	
• interpret hazard advice	
• read material data safety sheets	
• read site safety plans	
• understand signs, symbols and notices	
• sort documents in alphabetical order or date order	
• use product or materials information checklists	
• read emails, notes, faxes or letters	
• read order forms or price lists	
• examine invoices from suppliers	
• read equipment and product manuals	
• read reports (routine and one-off) and checklists	
• read work procedures and instructions	
• read organisational directories	
• read organisational newsletters/bulletins	
• read organisational plans	
• read internet- based information	

Language, literacy and numeracy skills checklist for:	
The training program requires the learner to use the following LLN skills (select appropriate skills and add any others)	I can (✓)
WRITING	
• complete and check time sheets	
• fill in sickness or injury/accident forms	
• complete incident reports	
• copy information from one source to another	
• enter information to databases	
• complete work records	
• write and respond to customer emails	
• take notes, memos or phone messages	
• write instructions for others	
• report problems in writing, such as hazards and risks	
• use word processing cut and paste, spell check and other basic functions	
• write about benefits and types of sustainability practices, such as efficient water use, minimisation of chemical usage	

Language, literacy and numeracy skills checklist for:	
The training program requires the learner to use the following LLN skills (select appropriate skills and add any others)	I can (✓)
ORAL COMMUNICATION	
• communicate with team members to clarify work requirements and practices	
• provide clear instructions and message to individuals and group	
• ask clarifying questions to check understanding	
• work courteously with clients in a business-like way	
• listen to enquiries and complaints and respond	
• seek advice or further information	
• provide positive/negative feedback	
• listen to and respond to feedback	
• use telephone and two-way radio	
• listen to presentations or give presentations to group	
• report breaches to management	
• make suggestions for improvement, for example ways to reduce energy, increase usage of recycled materials, reduce emissions	
• build rapport with team members and customers	
• work collaboratively with group to solve issues and problems	
• communicate information about sustainability, such as information about energy or fuel usage, ways to minimise waste	
• negotiate with employees and customers	

Language, literacy and numeracy skills checklist for:	
The training program requires the learner to use the following LLN skills (select appropriate skills and add any others)	I can (✓)
NUMERACY	
• complete pay or timesheet calculations	
• add, subtract, multiply and divide whole numbers	
• use fractions, decimals, percentages or ratios	
• count orally or tally	
• read and write numbers as figures or words	
• calculate (in their head) or use a calculator	
• estimate amounts (including length, weight, capacity, volume, speed, area, time or temperature)	
• read and interpret dials, scales or digital readouts	
• read, interpret and create tables, graphs and charts	
• measure resources and usage under different conditions	
• keep a record of accounts (resources used and costs)	
• calculate costs of materials/resources	
• read maps and plans, including GPS as required	
• understand time using the 12 and 24 hour clocks, read analogue and digital clocks, or read parts of the hour (minutes and seconds)	
• use a daily or weekly planner to schedule work for self and others	