

Enrolment Form

Please use BLOCK LETTERS when filling out this form and ensure that all sections are completed and appropriate tick boxes marked as applicable.
Information collected on this enrolment form is confidential and will not affect you as an individual in your studies.

1. Personal Details (including full legal name)

Title (Mr, Miss, Ms, Mrs, Other): _____

Gender (Tick ONE box only) ☐ Male ☐ Female ☐ Other

Family name (Surname): _____ (if Single Name only, enter here)

First Name: _____ Middle Name(s): _____

Preferred Name: _____ Date of Birth: Day/month/year/...../.....

2. Your Contact Details

Home Phone: _____ Mobile Phone: _____

Email Address: _____ Work Phone: _____

Alternative email address (optional) _____

Preferred Contact Method: ☐ via Mobile Phone ☐ via Email ☐ via Post (address below) (please tick one)

3. Your Emergency Contact

Name: _____ Relationship: _____

Home Phone: _____ Mobile Phone: _____ Work Phone: _____

4. What is the address of your usual residence?

Please provide the physical address (street number and name **not** post office box) where you usually reside rather than any temporary address at which you reside for training, work or other purposes before returning to your home.

If you are from a rural area use the address from your state or territory's 'rural property addressing' or 'numbering' system as your residential street address.

Building/property name is the official place name or common usage name for an address site, including the name of a building, Aboriginal community, homestead, building complex, agricultural property, park or unbounded address site.

Building/property name - _____

Flat/unit details - _____

Street or lot number (e.g. 205 or Lot 118) - _____

Street name - _____

Suburb, locality or town - _____

State/territory - _____

Postcode - _____

5. What is your postal address (if different from above)?

Building/property name -
Flat/unit details -
Street or lot number (e.g. 205 or Lot 118) -
Street name -
Postal delivery information (e.g. PO Box 254) -
Suburb, locality or town -
State/territory -
Postcode -

6. WORKPLACE EMPLOYER DETAILS (if applicable)

Trading Name	
Contact Name:	Supervisor Name:
Training Address	
Phone	Employer email

7. Language and Cultural Diversity

Are you of Aboriginal/Torres Strait Islander origin?	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Aboriginal
	<input type="checkbox"/> Yes, Torres Strait Islander	<input type="checkbox"/> Yes, Aboriginal & T.S. Islander
In which country were you born?	<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify below)
Do you speak a language other than English at home?	<input type="checkbox"/> No (English only)	<input type="checkbox"/> Yes (please specify below)
If you speak a language other than English at home, how well do you speak English?	<input type="checkbox"/> Very Well <input type="checkbox"/> Not well	<input type="checkbox"/> Well <input type="checkbox"/> Not at all

8. Unique Student Identifier (USI)

From 1 January 2015, we Alpha Training & Recognition can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <http://www.usi.gov.au/create-your-USI/> on computer or mobile device. Please note that if you would like to specify your gender as 'other' you will need to contact the USI Office for assistance.

Enter your USI

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If you want that RTO will create a USI on your behalf, then go to point 9 and complete the information.

9. USI application through your RTO (if you do not already have one)

Application for Unique Student Identifier (USI)

If you would like us [Alpha Training & Recognition] to apply for a USI on your behalf you must authorise us to do so and declare that you have read the privacy information at <https://www.usi.gov.au/documents/privacy-notice-when-rto-applies-their-behalf>. You must also provide some additional information as noted at the end of this form so that we can apply for a USI on your behalf.

I [NAME]authorise Alpha Training & Recognition to apply pursuant to sub-section 9(2) of the Student Identifiers Act 2014, for a USI on my behalf.

☐ I have read and I consent to the collection, use and disclosure of my personal information (which may include sensitive information) pursuant to the information detailed at <https://www.usi.gov.au/documents/privacy-notice-when-rto-applies-their-behalf>.

Town/City of Birth _____

(please write the name of the Australian or overseas town or city where you were born)

We will also need to verify your identity to create your USI.

Please provide details for one of the forms of identity below (numbered 1 to 8).

Please ensure that the name written in 'Personal Details' section is exactly the same as written in the document you provide below.

1. Australian Driver's Licence State: _____ Licence Number: _____	2. Medicare Card Medicare card number _____ Individual reference number (next to your name on Medicare card): _____ Card colour: (select which applies) Green <input type="checkbox"/> Expiry date ____/____/____ (format MM/YYYY) (month/year) Yellow <input type="checkbox"/> Blue <input type="checkbox"/> Expiry date ____/____/____ (format DD/MM/YYYY) (day/month/year)
3. Immicard Immicard Number _____	
4. Certificate of Registration by Descent Acquisition date ____/____/____ (day/month/year)	
5. Australian Birth Certificate State/Territory _____ Details vary according to State/Territory (see note above)	6. Non-Australian Passport (with Australian Visa) Passport number _____ Country of issue _____
7. Australian Passport Passport number _____	8. Citizenship Certificate Stock number _____ Acquisition date ____/____/____ (day/month/year)

In accordance with section 11 of the *Student Identifiers Act 2014*, Alpha Training & Recognition will securely destroy personal information which we collect from individuals solely for the purpose of applying for a USI on their behalf as soon as practicable after we have made the application or the information is no longer needed for that purpose.

10. Education Details

Are you still enrolled in secondary or senior secondary education?

☐ No

☐ Yes

What is your highest **COMPLETED** school level?
(Not inclusive of higher education)

☐ Completed Year 12

☐ Completed Yr. 9 or equivalent

☐ Completed Year 11

☐ Completed Yr. 8 or lower

☐ Completed Year 10

☐ Never attended school

Tick one box only

In which year did you complete this school level?

(must be answered – even if education was completed overseas)

If still attending school, name of school:

Previous secondary school (if applicable):

11. Employment Status

Which of the following categories **BEST** describes your current employment status?

☐ Employed – unpaid worker in a family business

☐ Full time employee

☐ Self-employed – not employing others

☐ Part time employee

☐ Not employed – not seeking employment

☐ Employer

Tick one box only

☐ Unemployed – seeking full time work

☐ Unemployed – seeking part time work

Where are you employed?

How many employees are at your current employer?

☐ Up to 20

☐ Over 20

12. Occupation

Which of the following classifications **BEST** describes your current (or recent) occupation?

☐ 1 - Managers

☐ 6 – Sales Workers

☐ 2 - Professionals

☐ 7 – Machinery Operators & Drivers

☐ 3 – Technicians & Trade Workers

☐ 8 - Labourers

☐ 4 – Community and Personal Service Workers

☐ 9 – Other

Tick one box only if you never employed go to next section.

☐ 5 – Clerical & Administrative Workers

13. Industry of Employment

Which of the following classifications **BEST** describes the Industry of your current (or recent) Employer?

☐ A – Agriculture, Forestry and Fishing

☐ K – Financial & Insurance Services

☐ B – Mining

☐ L – Rental, Hiring & Real Estate Services

☐ C – Manufacturing

☐ M – Professional, Scientific & Technical Svc's

☐ D – Electricity, Gas, Water & Waste Services

☐ N – Administrative Support Services

☐ E – Construction

☐ O – Public Administration and Safety

☐ F – Wholesale Trade

☐ P – Education & Training

☐ G – Retail Trade

☐ Q – Health Care & Social Assistance

☐ H – Accommodation & Feed Services

☐ R – Arts and Recreation Services

☐ I – Transport, Postal & Warehousing

☐ S – Other Services

☐ J – Information Media & Telecommunications

14. Disability

Do you consider yourself to have a disability, impairment or long term condition? ☐ YES

☐ NO

If yes, please indicate the areas of disability, impairment or long term condition. You may indicate more than one.

☐ Hearing/deaf

☐ Intellectual

☐ Mental illness

☐ Vision

☐ Other (Please specify):.....

☐ Physical

☐ Acquired brain impairment

☐ Learning

☐ Medical condition

15. Previous Qualifications/Education

Have you successfully **COMPLETED** any of the following qualifications?

☐ Yes

☐ No

If yes, please tick **ONE** applicable box relating to your prior education at **ANY** applicable Level as follows:

A = Australian Qualification

E = Australian Equivalent*

I = International

A E I

☐ ☐ ☐ Bachelor Degree or Higher Degree

☐ ☐ ☐ Advanced Diploma or Associate Degree

☐ ☐ ☐ Diploma or Associate Diploma

☐ ☐ ☐ Certificate IV or Advanced Cert/Technician

A E I

☐ ☐ ☐ Certificate III or Trade Certificate

☐ ☐ ☐ Certificate II

☐ ☐ ☐ Certificate I

☐ ☐ ☐ Other (please specify)

If multiple of one type, use above priority order (A), (E) and then (I).

*To determine 'Australian Equivalent' qualifications, please refer to the Overseas Qualifications Unit (OQU).

16. Study Reason

Of the following reasons, which **BEST** describes your main reason for undertaking this course / traineeship / apprenticeship?

Tick one box only

☐ To get a job

☐ To develop my existing business

☐ To start my own business

☐ To try for a different career

☐ To get a better job or promotion

☐ It was a requirement of my job

☐ I wanted extra skills for my job

☐ To get into another course of study

☐ For personal interest or self-development

☐ Other Reasons

17. Student Contact

How did you find out about the course you are enrolling in?

Tick one box only

☐ Job Services

☐ Staff Member

☐ Current/Past Student

☐ Flyer

☐ Website

☐ Radio advertising

☐ Word of mouth

☐ Social Media (e.g. Facebook)

☐ Apprentice Centre

☐ Newspapers

☐ Workplace

☐ Other (please specify)

18. Student Handbook

The student handbook outlines the following:

☐ Student fee information

☐ Refund Policy

☐ Code of conduct

☐ Complaints procedure

☐ Appeals procedure

☐ Assessment guidelines

☐ Student welfare and support services

☐ Recognition of prior learning

I declare that I have read and understood RTO student handbook and their policies & procedures regarding the above.

Signature: _____ Date: _____

The Student Handbook can be found on RTO website. www.atr.edu.au

19. Australian Citizenship Status

☐ Australian Citizen ☐ New Zealand Citizen ☐ Permanent Resident ☐ Other (please provide details)

20. Program / Qualification to be enrolled in. Select one of the following courses:

- ☐ CPC30220 - Certificate III in Carpentry
- ☐ CPC30620 - Certificate III in Painting and Decorating
- ☐ CPC40120 - Certificate IV in Building and Construction
- ☐ CPC50210 - Diploma of Building and Construction (Building)
- ☐ CPC50220 - Diploma of Building and Construction (Building)
- ☐ AHC30921 - Certificate III in Landscape Construction
- ☐ CPC30420 - Certificate III in Demolition
- ☐ CPC30820 - Certificate III in Roof Tiling
- ☐ CPC31020 - Certificate III in Solid Plastering
- ☐ CPC32420 - Certificate III in Plumbing
- ☐ CPC32620 - Certificate III in Roof Plumbing
- ☐ CPC40920 - Certificate IV in Plumbing and Services
- ☐ CPC41020 - Certificate IV in Demolition
- ☐ MSF30322 - Certificate III in Cabinet Making and Timber Technology

21. Pre-Training Checklist (Please tick the correct boxes)

<input type="checkbox"/> Pre-training form completed	<input type="checkbox"/> Entry Requirements discussed
<input type="checkbox"/> Language, Literacy and Numeracy (LLN) assessment completed by student and attached	<input type="checkbox"/> Credit Transfer discussed
<input type="checkbox"/> Delivery Mode discussed	<input type="checkbox"/> Location of the course discussed
<input type="checkbox"/> Recognition of prior learning(RPL) discussed	<input type="checkbox"/> Tuition fees, Concession and Exemption discussed
<input type="checkbox"/> Refund policy discussed	<input type="checkbox"/> Student question answered
<input type="checkbox"/> I have read and understand the student handbook	<input type="checkbox"/> Please indicate any special needs, assistance you may require during the course (e.g Writing assistance)

Privacy Statement & Student Declaration

Privacy Notice

Under the *Data Provision Requirements 2012*, Alpha Training & Recognition is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form and your training activity data) may be used or disclosed by Alpha Training & Recognition for statistical, regulatory and research purposes. Alpha Training & Recognition may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing statements of attainment or qualification, and populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys;
- pre-populating RTO student enrolment forms
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including programme administration, regulation, monitoring and evaluation.

You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third party contractor. You may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

For more information about NCVER's Privacy Policy go to <https://www.ncver.edu.au/privacy>.

Consent for publication of photographs and student work

- RTO occasionally takes photos of students participating in classes for publicity purposes. These photos may be displayed on our website. The names and details of the people in the photos are not released or published. Staff will always identify when they are taking photos so students who don't wish to have their photo taken can be excluded from the photo. If at any time your photo is published on the website and you would like it removed, we will do so within 24 hours of receiving a written request to remove it.
- Do you consent to the use of your photo under these conditions? Please circle one: ☒ Yes ☐ No
- If you indicated NO please ensure you advise the staff member at the time the photo is being taken to ensure you are excluded from the photo.

Consent/authority to release information and view documents

Please be assured that any discussions held with this representative will be for the purposes of your assessment and for your skills development.

During the process we do not plan to discuss your evidence or work practices with other trainees, unless we have your written permission to do so.

You are required to give permission in writing for any of these discussions or viewing of evidence to occur.

- I will be required to participate in the completion of a National Students Outcomes Survey [NCVER], during the course of my training program.

Declaration of Information Accuracy

In signing or emailing this form I acknowledge and declare that;

1. I have read and understood and consent to the privacy notice and have completed all questions and details on the enrolment forms.
2. Arrangements have been made to pay all fees and charges applicable to this enrolment.
4. I have read and understand the RTO Information for Learners Handbook

5. I agree to be bound by the RTO's Student Code of Conduct, regulations, policies and disciplinary procedures whilst I remain an enrolled student.
6. I am 18 years of age or older, or have permission to access the internet from my parent(s) or guardian(s) if under 18.
7. My participation in this course is subject to the right of RTO to cancel or amalgamate courses or classes. I agree to abide by all rules and regulations of RTO.
8. I understand and have been provided with information by RTO in relation to Credit Transfer and Recognition of Prior Learning (RPL).
9. I confirm that I have been informed about the training, assessment and support services to be provided, and about my rights and obligations as a student at RTO.
10. I have also visited RTO website to review Training and Assessment options available to me including but not limited to duration, location, mode of delivery and work placement (if any), fees, refunds, complaints and withdrawals.
11. I authorise RTO or its agent, in the event of illness or accident during any RTO organised activity, and where emergency contact next of kin cannot be contacted within reasonable time, to seek ambulance, medical or surgical treatment at my cost.
12. My academic results will be withheld until my debit is fully paid and any property belonging to RTO has been returned.
13. I acknowledge that from time to time RTO may send me information regarding course opportunities and other promotional offers and that I have the ability to opt out.
14. I declare that the information I have provided to the best of my knowledge is true and correct.
15. I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice above.

Signed (Student)	Date:
Signed (PARENT/GUARDIAN)	Date:

**Parental/guardian consent is required for all students under the age of 18.*

Alpha Training & Recognition Pty Ltd

Disability supplement

Introduction

The purpose of the Disability supplement is to provide additional information to assist with answering the disability question.

If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

'11 — Hearing/deaf'

Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

'12 — Physical'

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

'13 — Intellectual'

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

'14 — Learning'

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

'15 — Mental illness'

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

'16 — Acquired brain impairment'

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

'17 — Vision'

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

'18 — Medical condition'

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.

'19 — Other'

A disability, impairment or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders are reported under this category.

Pre-Training Review

Name of Course or Qualification:

Student Name:

Introduction

A Pre-Training Review ensures that the learning and assessment strategy meets your individual needs.

The pre-training review ensures:

- Understand your objectives for undertaking this course
- Explores your current competencies and provides opportunities for these to be assessed through Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer (CT)

Instructions for all Students

Before completing the Pre-Training Review, make sure you have sufficient information about the course. In particular, you must have access to the following information;

- Training and Assessment arrangements i.e., duration of the course, training and assessment modes, days of training, assessments to be completed
- Employment prospects - You should conduct your own research and have strong evidence of employability options on completion of the course
- Recognition of prior learning and credit transfer application process
- Fees and refund charges applicable for the training
- Your rights and obligations as a student at **ALPHA TRAINING & RECOGNITION** - Entry requirements into the course

Instructions for completing PTR

Please ensure each question is answered as accurately as possible. If you require more space to write your response to a question, please attach a second sheet and number the responses.

Part A: Your expectations and experience

1) Your expectations - What do you hope to gain from undertaking this qualification?

.....

.....

.....

2) Previous Experience and Current Competencies – One way we can assess your current competencies is to look at the different job roles within your work history and ascertain their relevance to the course you intend to undertake.

a) Please write a brief description of your current position OR attach a Position Description.

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.....

b) Provide your last 3 job titles and how long you were employed in each position.

1.....

2.....

3.....

- (c) ☐ **Recognition of Prior Learning (RPL)**
☐ **Recognition of Current Competency (RCC)**
☐ **Credit Transfer (CT)**

(Proof should be submitted for consideration)

I. Have you acquired any formal training in any of the qualifications you wish to enroll into?

☐ **Yes** ☐ **No**

(Please obtain a course structure from the admissions officer or current prospectus)

II. Do you wish to apply for RPL? ☐ **Yes** ☐ **No**

(The Trainer or Training Manager will explain the RPL process and the documents required as evidence for your claim)

Part B

Following information will help us to determine, you're learning and styles and if we are able to deliver courses that meet your learning styles.

Tick the most relevant

- ☐ Textbooks that I can read and refer to in my own time
- ☐ Power Points explained to me during classes
- ☐ Pictures and diagrams
- ☐ Group discussions with others
- ☐ Conducting my own research
- ☐ Listening to the lectures/ trainers
- ☐ Practical application of skills and knowledge in a workplace or similar or watching videos
- ☐ Working through real examples such as a case study or scenario
- ☐ Other (please explain below)

What additional support do you think you will need in order to complete this course successfully?

- ☐ English language support
- ☐ Reading support
- ☐ Writing support

- ☐ One-on- one guidance
- ☐ Additional resources
- ☐ Other:

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Student Name

Signatures

Date

To be completed by an authorised delegate of ALPHA TRAINING & RECOGNITION

Instructions: Please review the information provided to the students on this form and if the information provided is not clear enough, interview the student and ask for an explanation. The information provided through the pre-training review is important to determine the suitability of course, learning style of the student, additional support required etc.

Please note LLN assessment is conducted separately and students are required to meet minimum LLN level requirements. Please refer to LLN assessment for details.

Assessment Requirements

YES

NO

Is the course chosen aligned to the student's employment history/ career objectives and aspirations?		
Student is fully aware of the course training and assessment arrangements i.e., course progress requirements, training and assessment method?		
Student is fully aware of their rights and obligation?		
Training and assessment strategy is suitable based on the students learning needs and learning styles?		
Student is aware of RPL and CT arrangements and application process?		
Authorised Person's declaration		
Based on the information provided on this form, student meets the requirements for this course, subject to LLN.		
Authorised Person's Name:		
Authorised Person's Signatures:		
Date:		



Language, Literacy & Numeracy Test

Student's Name: _____

Student ID (If Known) _____

Date of Birth: _____

Date: _____

Instructions to the Student:

- Written responses must be recorded in the space provided
- You need to score a minimum of 40 marks
- This assessment contains three parts: Reading & Writing; English Grammar; and Numeracy
- You are not allowed to use a translator or Smart Phone.
- Calculators are not allowed
- You are allowed to use an English-to-English dictionary
- If you do not understand any questions, you can speak to the assessor/trainer
- If you require more space, attach additional pages
- Maximum time allocated: 1 hour

Part A – Oral Communication

You will receive a maximum of 5 marks for each question. You will be assessed against the following criteria:

- Communicative Effectiveness** (Communicate confidently)
- Intelligibility** (Use the natural flow of speech, giving stress to particular words within sentences to emphasise meaning)
- Fluency** (Maintain a natural speed to make it easier for the listener to follow)
- Appropriateness** (Use suitable, professional language)
- Resources of Grammar and Expression** (Use appropriate structures to make what you are saying coherent)

Question 1. Can you tell me about something that you learned recently? How did you learn it?
People learn new skills every day, such as how to use the internet and how to record TV shows.

	5
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Marks

Question 2. What do you like about learning? Can you talk about how you think you like to learn?
What helps you to learn? People learn in different ways. Some learn best by listening and writing, some from visual aids such as the whiteboard or the TV and some learn by watching and doing.

	5
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Marks

Question 3. What are you good at? *This may include reading (newspapers, emails, websites, notice boards, manuals); writing (letters, emails, forms, lists, messages, reports); numeracy (calculations,*

times tables, 24-hour clock, measurement, money and finance); speaking and listening (talking on the phone, asking for information, giving instructions or presentations).

	5	Marks
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Question 4. What would you like to learn? *This might include specific vocational tasks, or it may be more general, such as reading novels or TV guides or writing letters.*

	5	Marks
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Question 5. What helps you to learn? *Are there barriers, for example the need for glasses; medication or family issues; unsuccessful previous schooling; English as a second language.*

Some may be able to identify a preference for small groups, extra time, one-on-one support, a mentor, a tape recorder, a computer, a dictionary, a calculator etc.

	5	Marks
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Question 6. When did you leave school? Have you been enrolled in training (vocational training or tertiary studies) since you le school? If yes, which courses?

	5
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Marks

Question 7. Which skills would you require to pursue your career?

	5
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Marks

Question 8. What sort of maths did you use at work? *Did you use a calculator, count stock and materials, or measure? Did you use calculations? Give directions? Read maps?*

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	5
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Marks

Question 9. What work skills do you already have? *Team work using technology, communication, self-management, problem solving, learning, initiative and planning.*

	5
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Marks

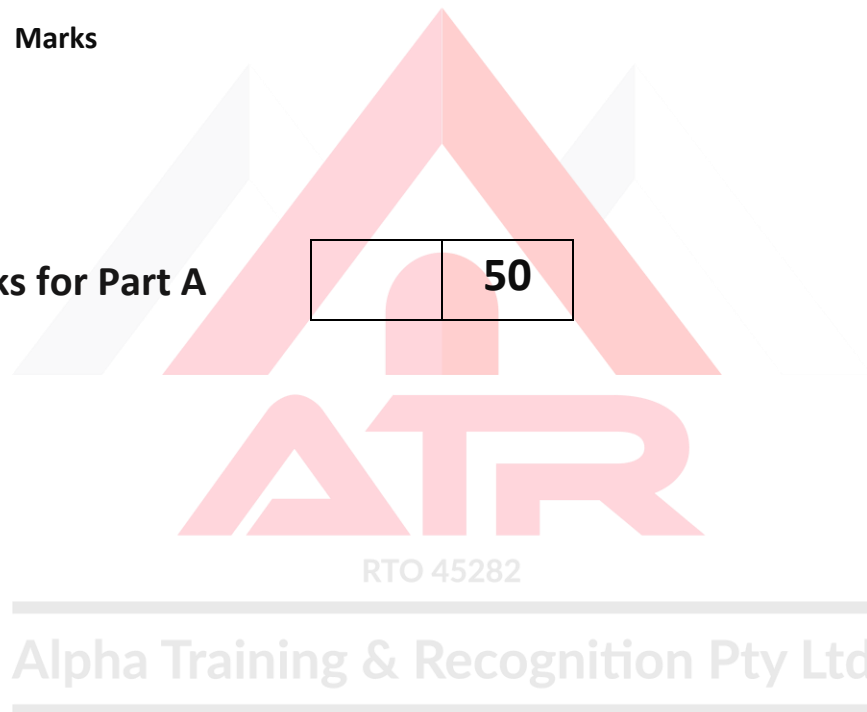
Question 10. What skills would you like to develop from this course?

	5
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Marks

Total marks for Part A

	50
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Part B – Reading and Writing

Task 1: Reading. Multiple Choice Multiple Answer

This is a multiple-choice item type that assesses reading skills. It requires you to read, analyse, understand and assess a short text on an academic subject and choose more than one correct response. You will receive a maximum of 5 marks for each question if all responses you choose are correct.

Question 1. Most people don't mind working out a bit but are discouraged by the thought of exercising hard. The idea of sweating buckets is so daunting that they avoid exercising. Fortunately, exercise is not a matter of all or nothing. There is some reward at every level of effort, provided it is regular. Spend at least 30 minutes a day in action like brisk walking to errands climbing stairs, carrying heavy shopping or children and doing outdoor gardening. Your rewards will not be immediate, but you can expect a reduced risk of problems like brittle bones, heart disease, and poor blood circulation. You work up a decent appetite and sleep well, but improvement in body shape will be minimal.

Light regular exercise helps your heart. Such activity can include anything from brisk walking, jogging, cycling, swimming and any light sports or even disco dancing. The reward is immunity to colds and flu, less stress and slightly healthier levels of cholesterol and blood pressure. The figure trims down a little but only gradually.

Which of the following statements about light exercise can be supported from the text?

- ☐ 1. Even some routine activities can serve as light exercise.
- ☐ 2. If putting your body into complete shape is your aim, you might be in for some disappointment.
- ☐ 3. It is necessary to exercise different parts of the body daily.
- ☐ 4. Put in some aerobic activity for working up a sweat.
- ☐ 5. It builds resistance to chronic diseases and infections, and your heart performs strongly.

Question 2. Communication is the sharing of information. It is the power to create in the minds of others, feelings or information that you want them to have. It is the need to communicate that has given rise to speech, language, alphabets, and writing. The same need led to the invention of paper, printing presses, typewriters, and finally computers and the internet. The power to communicate in depth has allowed humans to dominate Earth. The fast development of the same power has allowed human technological evolution to overtake biological and social evolution.

There are three principal needs of communication. The need to communicate in the presence of the receiver gave rise to speech and language. The need to communicate in one's absence gave rise to the alphabet, writing, paper, printing press, all kinds of recording

devices, and finally the modern-day computer with its features. The need to communicate over a distance included everything that one needed to communicate in one's absence but also gave rise to signals, telegraph, telephone, the postal system and the internet.

Which of the following questions about communication can be answered from the text?

- ☐ 1. Why do we communicate?
- ☐ 2. How do we communicate?
- ☐ 3. What do we communicate?
- ☐ 4. Where do we communicate?
- ☐ 5. When do we communicate?

	10	Marks
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Task 2: Reading and Writing. Fill in the blanks.

Below is a text with blanks. Select the appropriate answer choice for each blank. You will receive one mark for each correct answer.

Every year thousands of people travel to Britain in order to improve their standard of English. For many, however, this can be a (1) _____ (sore, aching, sick, painful) experience due to the fact that it involves (2) _____ (attending, going, studying, learning) a strange school, staying in sometimes unpleasant accommodation and living in an unfamiliar culture.

One (3) _____ (requirement, answer, argument, reaction) to these problems is the Home-stay method. With this, students are each assigned a teacher (4) _____ (expecting, matching, suited, prepared) to their language requirements and interests. As well as giving individual tuition, the teacher (5) _____ (advises, provides, offers, suggests) the student with information about what activities are available locally and (6) _____ (goes, takes, brings, carries) them on trips.

Students get between ten and twenty hours of tuition a week and are also expected to (7) _____ (do, join, attach, connect) in the family's daily activities. The students speak English at all times and therefore learn how to use the language in every day (8) _____ (positions, chances, situations, occasions) Home-stay programs usually (9) _____ (pass, stay, remain, last) for up to four weeks. Although costs are higher than of regular language schools, students can feel (10) _____ (confident,

reliable, self-assured, satisfactory) that they will be receiving top-class language teaching in a safe and pleasant environment.

	10
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Marks

Task 3: Reading and Writing. Write summary from written text.

Read the given text and summaries it in your own words. You should write between 50 to 75 words. You will receive a maximum of 15 marks for this task.

Parents' Born Order Affect Their Parenting

Parents' own birth order can become an issue when dynamics in the family they are raising replicate the family in which they were raised. Agati notes common examples, such as a firstborn parent getting into "raging battles" with a firstborn child. "Both are used to getting the last word. Each has to be right. But the parent has to be the grown-up and step out of that battle," he advises. When youngest children become parents, Agati cautions that because they "may not have had high expectations placed on them, they, in turn, may not see their kids for their abilities."

But he also notes that since youngest children tend to be more social, "youngest parents can be helpful to their firstborn, who may have a harder time with social situations. These parents can help their eldest kids loosen up and not be so hard on themselves. Mom Susan Ritz says her birth order didn't seem to affect her parenting until the youngest of her three children, Julie, was born. Julie was nine years younger than Ritz's oldest, Joshua, mirroring the age difference between Susan and her own older brother. "I would see Joshua do to Julie what my brother did to me," she says of the taunting and teasing by a much older sibling.

"I had to try not to always take Julie's side." Biases can surface no matter what your own birth position was, as Lori Silverstone points out. "As a middle myself, I can be harder on my older daughter. I recall my older sister hitting me," she says of her reactions to her daughters' tussles.

"My husband is a firstborn. He's always sticking up for the oldest. He feels bad for her that the others came so fast. He helps me to see what that feels like, to have that attention and then lose it." Silverstone sees birth-order triggers as "an opportunity to heal parts of ourselves. I've learned to teach my middle daughter to stand up for herself.

My mother didn't teach me that. I'm conscious of giving my middle daughter tools so she has a nice way to protect herself."

Whether or not you subscribe to theories that birth order can affect your child's personality, ultimately, "we all have free will," Agati notes. It's important for both parents and kids to realize that, despite the characteristics often associated with birth order, "you're not locked into any role.

Your summary

	15
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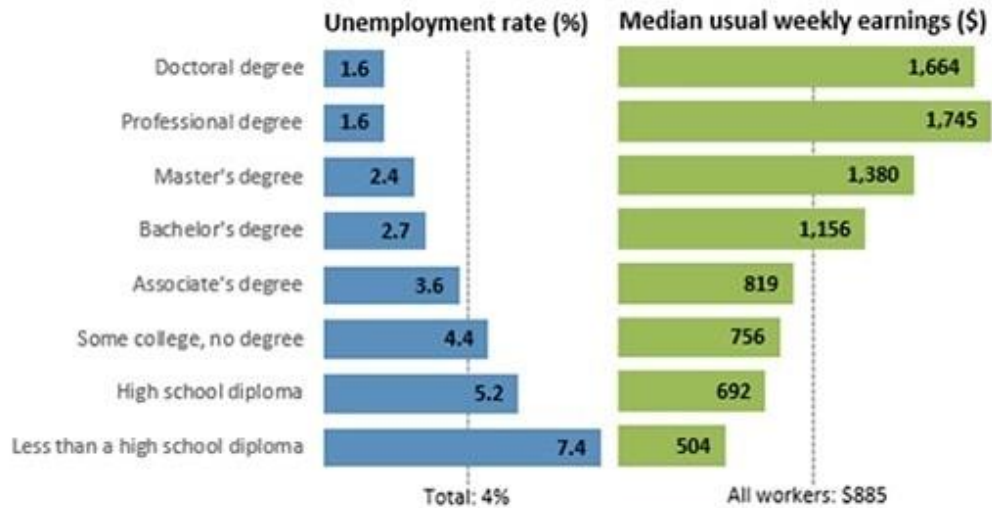
Marks

RTO 45282

Task 4: Wring. Describe image.

Look at the image below. Study it and write your answer. You should write between 50 and 75 words. You will receive a maximum of 15 marks for this task.

Unemployment rates and earnings by educational attainment, 2016



	15
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Marks

Alpha Training & Recognition Pty Ltd

Total marks for Part B

	50
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Part C – Numeracy

Question 1. A box holds 15 lettuces. At the end of the day the farm crew had filled 86 boxes. How many lettuces is that in total? Show how you worked this out. (2 mark)

Question 2. Diesel costs \$1.86 per liter. The tractor's fuel tank is empty. When full it holds 1200 litres. How much money would it cost to fill up the tractor with fuel? Show how you worked this out. (2 mark)

Question 3. The table below shows the average price of petrol per litre for the period July 2014 to June 2015. Read the information and then answer the questions that follow. (5 marks)

Month	Average price/litre
July 2014	\$1.14
August 2014	\$1.15
September 2014	\$1.13
October 2014	\$1.18
November 2014	\$1.20
December 2014	\$1.22
January 2015	\$1.26
February 2015	\$1.23

March 2015	\$1.24
April 2015	\$1.23
May 2015	\$1.27
June 2015	\$1.30

a) In which month was the petrol price the lowest?

b) In which two months was the price of petrol the same?

c) In which month was the price of petrol the highest?

d) In which month did the price of petrol increase the most?

e) What was the general trend in the price of petrol over this 12-months ?

Question 4. Superstores are having a sale. All items have been reduced by 30%. Complete the table to show the sale price of the items. Show how you worked out your answers. (5 marks)

Item	Normal price	Sale price – 30% off
Men's woollen socks	2 pair pack for \$20.00	
Children's Pajamas	\$18.00	
Women's jumpers	\$35.00	
Sports shoes	\$50.00	
Football scarves	\$22.00	

Question 5. The perimeter of a rectangle is 64m. What are three possible measurements for the length and width? What is the area of these rectangles? (3 marks)

Answer number	Length	Width	Area in Square Meter
a)			
b)			
c)			

Question 6. Fill in the gaps in the following table. Simplify the fraction in column one. The first one has been done for you. (8 marks)

Fraction	Decimal	Percentage
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$		
	0.7	
		65%
$\frac{16}{25}$		

Total marks for Part C

	25
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LLN Skills Assessment Summary (office use only)

Trainer to complete based on the response provided in the LL&N Assessment

Assessment Scoring	ACSF level of performance (if applicable)
Part 1: Oral Communication	/50
Part 2: Reading and Writing	/50
Part 3: numeracy	/25
Total Marks	/125

☐ Competent language, literacy and numeracy skills to complete the Training Program

☐ Extra language, literacy or numeracy assistance will/may be required during the Training

Program Comments/Acon:

(Trainer to document extra assistance strategy on Training Plan)

Trainer/Coordinators Name		Date
Trainer/Coordinators Signature		

Instructions to the Trainer/Assessor conducting the LLN Skills Assessment

Now you need to make a judgement about whether to refer this person for a more thorough language, literacy and numeracy skill assessment, or not.