WELL SKILLS CHECK

Oral communication & learning skills

TAFE NSW NORTH COAST INSTITUTE

WELL WORKPLACE ENGLISH LANGUAGE & LITERACY
Community Services & Health

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Oral communication & learning skills

Instructions for the Interviewer

- The Oral Communication and Learning Skills Check is combined and conducted as an interview.
- The interview should take approximately 15 minutes. There are 3 tasks and each should take about 5 minutes.
- The interviewer can repeat the questions as needed and /or use alternative language to help the candidate understand the questions.
- The interviewer can demonstrate possible answers/responses to encourage the candidate and assist them with understanding.
- The first task "Responding to Learning Questions" will be assessed both for Learning Skills and as part of Oral Communication Skills.
- The candidate can be considered to be successfully operating at the highest level with the majority of ticks in the grids below each section.
- If the candidate does not achieve Level 1, then they are considered to be operating at Pre-Level 1.

Note

If a candidate's oral communication skills are very low this is likely to affect their perceived levels for learning skills. That is, they may have much higher learning skills than observed but lack the language skills to express this.

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Learning skills check

NAME: _____

Task 1: Responding to Learning Questions

The interviewer says to the candidate:
Every day we learn new skills at home and at work. I am going to ask you some questions about the way you learn.

The interviewer asks the following questions and can prompt candidate if required.

1. Can you tell me about something that you learned recently?

2. How did you learn it?

3. What helps you to learn new things?

4. What other things would you like to learn?

5. What steps could you take to learn something you've mentioned?

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Task 1: Learning Answers / Responses

Level 1		Level 2		Level 3	
Can nominate a new learned skill **Q1**	☐	Shows awareness of learning strengths **Q3**	☐	Is aware of learning out-comes and is seeking new challenges **Q5**	☐
Has limited range of learning strategies **Q2**	☐	Identifies areas for further learning **Q 4**	☐	Discusses strategies for future learning with identified steps **Q5**	☐

Task 1 : Oral Communication Answers / Responses

Task 1	Level 1		Level 2		Level 3	
Responding to Learning Questions ***Example topic: Learning to use a computer***	Understands simple questions Gives basic answers in short simple sentences ***<u>Example</u>*** ***I learned to use a computer***	☐ ☐	Responds to questions to maintain a conversation Expands on answers with some detail ***<u>Example</u>*** ***I learned to use a computer program at work called Power Point***	☐ ☐	Listens to relevant information to further a conversation Gives detailed extended responses ***<u>Example</u>*** ***I learned to use a new software package called Excel. Learning this will help me at work as I want to get a promotion***	☐ ☐

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Task 2: Informal discussion

This task is to set up a dialogue (or two way conversation) between the candidate and the interviewer. The interviewer can talk on a topic first to demonstrate and promote discussion and questioning from the candidate. Some prompts to help with the discussion may include: Why do you like it? Where do you do it? Who do you do it with?

The interviewer says to the candidate:

Let's talk about something you enjoy. We could talk about

- Work or study
- Family or friends
- Interests, hobbies or favourite things

What would you like to talk about? I will ask some questions about your topic as we go along and you should talk for about 1-2 minutes.

Task 2 : Oral communication Answer / Responses

Task 2	**Level 1**		**Level 2**		**Level 3**	
Informal Discussion ***Example topic: My garden***	Brief explanation; Limited use of language ***<u>Example</u>*** ***I like to spend time in my garden***	☐	Provides information relevant to the topic with familiar vocabulary ***<u>Example</u>*** ***I grow vegetables In my garden and I give them to my family and friends.***	☐	Provides comprehensive information with some specialised vocabulary ***<u>Example</u>*** ***My garden is more than a hobby; I am also studying horticulture at TAFE and I want to make a career out of it.***	☐

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Task 3 : Giving an Opinion

The interviewer can prompt and question the candidate to promote a debate. The candidate can have several minutes to plan and write notes to assist their response.

The interviewer says to the candidate:

Tell me your opinion about an issue that concerns you or your community or you can use one of the suggested topics. I would like you to talk for 2-3 minutes. You can think about your answers first and write down any notes you may want to use.

Here are some suggested topics:

- How technology is changing in your work place
- The cost of childcare
- The role of Aged Care workers
- Understaffing in hospitals
- Youth unemployment
- Access to employment for people with disabilities

Task 3 : Oral Communication Answer / Responses

Task 3	Level 1		Level 2		Level 3	
Expressing an opinion	Limited or no opinion	☐	States opinion and expands on topic	☐	States opinion convincingly and suggests strategies for improvement	☐
Example topic: The role of Aged Care workers	***Example*** ***I work in Aged Care. It's a good job.***		***Example*** ***My job in Aged Care is important because my clients need lots of help everyday.***		***Example*** ***Aged care workers are an important part of the community. There should be more government support to train more aged care workers.***	

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