



# Workplace Literacy & Numeracy

work skills qualifications • employability skills system

The WPL and WPN series are built on a set of language proficiency and numeracy proficiency levels. In total there are eight levels showing a continuum of skills from pre-beginning through proficient. The continuum is exemplified in the skill level descriptors which provide descriptions which provide descriptions of adults' general job-related ability in reading, listening, writing, speaking and numeracy. The skills level descriptors explain in general terms what most learners would be able to accomplish at a specified scale score in a specific skill area. All participants should sit for an assessment test - CAT with the Centre for Employability Studies so that they can be assessed at the correct level of proficiency and placed in a suitable class.

**Structure of the course:** In total there are 8 levels in Workplace Literacy and are banded in the following structure:

Module 1: WPLN Beginner  
Level 1 - 4 (Literacy)  
Level 1 - 3 (Numeracy)

Module 2: WPL Intermediate  
Level 4 - 6

Module 3: WPL Advanced  
Level 6 - 8

Module 4: WPN Intermediate  
Level 4 - 6

Module 5: WPN Advanced  
Level 7 - 8

#### **Duration of the course:**

- **Beginners WPLN :90 hours**
- **Intermediate WPL 90 Hours ; WPN :30 hours**
- **Advanced WPL 90 Hours; WPN : 30 hours**

#### **Teaching-Learning Methodology**

A variety of teaching and learning methods will be used to maximise learning and enable progressive language skills acquisition. Short lectures, structured discussions, individual work, role plays, pair work, small and large group work, dialogues, listening exercises, class projects, and simulations will all be used to enable optimal learning.

#### **Assessment**

Assessment will include the diagnostic, formative, and summative stages. Methods will include learner self-assessment, teacher-learner collaborative assessment and simulations. Assessment tools to be used include learning logs, self-assessment forms, goals checklists, dialogue journals, teacher-learner conferences, oral feedback, scenario simulation observations and fieldtrips.

All participants will be required to sit through a CAT (Computer Adapted Testing) Assessment to verify the correct placement of the participant.

## **OUTLINE WORKPLACE LITERACY ADVANCED MODULE**

Literacy, as defined in the development of the Workplace Literacy modules includes the skills of Listening, Speaking, Reading and Writing in the English language. The four learning areas addressed in the Workplace Literacy Advanced Module 3 looks at the ability to:

- speak and be understood in personal and work environments;
- listen and to understand in personal and work environments;
- read and to understand in personal and work environments;
- write and be understood in personal and work environments;

Literacy contributes to the ability of individuals and encompasses aspects of personal development, building confidence and added self-esteem.

### **General Purpose & Outcomes of the Module**

The purpose of this Workplace Literacy Advanced education and literacy is to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.

The outcome of the module aim is to demonstrate, in an objective, quantifiable, and measurable form, improvements in literacy skill levels in reading, writing and speaking the English Language, Problem-Solving, English-language acquisition, and other literacy skills.

### **Who Should Participate in this Program**

The Workplace Literacy Advanced comprises of Levels 6 to 8. It is targeted for adult learners who are able to function independently in survival and work situations. Learners in the advanced composite band are able to handle most reading and writing tasks related to life roles and can read and interpret most simplified materials.

In terms of their employability, they can understand work-related conversations and interact with the public. They are able to meet work demands with confidence and follow written instructions in work manuals.

### **COURSE OBJECTIVES**

By the end of the module, participants will be able to:

- a) Handle job and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
- b) Handle job and jobs training situations that involve multi-step diagrams and limited public contact.
- c) Understand routine work-related conversations.

- d) Perform reading and writing tasks, such as most logs, reports, forms, with reasonable accuracy to meet work needs.
- e) Meet work demands with confidence and be able to interact with the public.
- f) Follow written instructions in most manuals.

## **COURSE OUTLINE**

The training program for this module is competency or skills-based and is built upon units and elements of competency which have been validated with the industry.

The macro and micro, or elements of the skills, which will be imparted to the learners in the duration of the training, are broadly divided into areas of listening, speaking, reading, recording and writing.

Some of the skills covered are outlined as follows:-

### **Listening Skill**

Listening to comprehend, analyze and reflect on information.

#### **Elements of skill**

- i Clarifying or requesting clarification.
- ii Receiving and responding to instructions.
- iii Responding appropriately to common personal information questions.

The process of training is by Observation of the participant reacting to verbal instructions.

### **Speaking Skill**

Ability to speak to relay information to address a specific purpose, context and audience.

#### **Elements of skill**

- i Identifying or using appropriate language for informational purposes, to influence or persuade.
- ii Selecting and analyzing work-related information for a given purpose and communicate it to others orally.
- iii Conversing about daily and leisure activities and personal interests.
- iv Demonstrating effective telephone techniques.
- v Asking for, giving or clarifying directions.

The process of training is by Demonstration, Role-play and Observation between participant and instructor in a sample interaction.

### **Reading Skill**

Reading to comprehend, analyze and reflect on information.

#### **Elements of skill**

- i Interpreting advertisements, labels, charts, and price tags in selecting goods and services.
- ii Interpreting and using maps (e.g. in relation to travel needs).
- iii Interpreting permit and license requirements.
- iv Interpreting general work-related vocabulary (e.g. experience, work shift)

- v Interpreting job-related signs, charts, diagrams, forms and procedures.
- vi Interpreting letters, articles, and information about work-related topics.
- vii Interpreting job-related technical information such as from service manuals and training classes.
- viii Interpreting written workplace announcements and notices.
- ix Interpreting visual representations, such as symbols, blueprints, flowcharts, and schematics.
- x Interpreting work-related correspondence, including notes, memos, letters, and e-mail.

The process of training is by Demonstration, Written exercises and Role-play.

### **Recording Skill**

Recording relevant information in the work-place

#### **Elements of skill**

- i. Record information on forms, charts and checklists.
- ii. Take notes or write a summary or an outline.

The process of training is by Written exercise and Demonstration.

### **Writing Skill**

Write to convey information and ideas.

#### **Elements of skill**

- i. Taking and interpreting telephone messages, leave messages on answering machines, and interpreting recorded messages.
- ii. Reporting on progress of activities, status of assigned tasks, and problems and other situations affecting job completion.
- iii. Writing work-related correspondences, including notes, memos, letters and e-mail.
- iv. Selecting and analyzing work-related information for a given purpose and communicating it to others in writing/

The process of training is by Written exercise, Practice, Demonstration and Role Play.

## OUTLINE WORKPLACE LITERACY INTERMEDIATE MODULE

Literacy training is seen as a necessary component of the Workforce Skills Qualification that workers need in order to be employable and work ready. This is to meet the language needs of the workplace and also because training in other skill areas may be hindered if participants have problems with literacy such as speaking, reading or writing difficulties.

### **Course Objectives**

Literacy, as defined in the development of the Workplace Literacy modules includes the skills of Listening, Speaking, Reading and Writing in the English language. By the end of the course participants will have gained skills in these areas as follows:

#### **Listening & Speaking skills**

At the end of the program, participants will be trained to:

1. Understand and use paragraph length speech dealing with familiar topics with little difficulty.
2. Understand speech beyond immediate needs to events and topics such as news and local happenings.
3. Derive meaning from descriptions delivered orally in both face-to-face and non face-to-face situations.
4. Use paragraph length speech automatically.
5. Sequence events in time and logical sequence.
6. Demonstrate developing awareness of the sociolinguistic components in speech.
7. Use intonation appropriate to basic situations such as in making suggestions, asking questions, offering comments and apologizing to others.
8. Handle both face-to-face and non face-to-face communication without difficulty.
9. Follow and give directions and instructions

#### **Reading skill**

At the end of the program, participants will be trained to:

1. Alphabetize a series of words to the first letter.
2. Recognize some common, regular high-frequency words and read unfamiliar text with greater facility.
3. Read numbers to the hundreds of thousands.
4. Read print, cursive and multiple typefaces.
5. Understand common abbreviations.
6. Understand written instructions as well as directions and precautions such as on medicine labels, on factory signs and notices.
7. Understand and follow technical manuals of a familiar context.
8. Segment multiple-syllable words into individual units for ease of reading and pronunciation.
9. Read with understanding, feelings and emotions in text.

#### **Writing skill**

At the end of the program, participants will be able to

1. Often apply spelling and punctuation rules related to the grammar and mechanics of this level (e.g., plurals, third person singular, capitalization).
2. Use appropriate punctuation in written material.

## **OUTLINE WORKPLACE LITERACY BEGINNER MODULE**

*Workplace Literacy Level 3*

### **Course Outline**

Literacy training is seen as a necessary component of the Workforce Skills Qualification that workers need in order to be employable and work ready. This is to meet the language needs of the workplace and also because training in other skill areas may be hindered if participants have problems with literacy such as speaking, reading or writing difficulties.

### **Course Objectives**

Literacy, as defined in the development of the Workplace Literacy modules includes the skills of Listening, Speaking, Reading and Writing in the English language. By the end of the course participants will have gained skills in these areas as follows:

#### **In the skills of Listening & Speaking participants will be able to:**

1. Understand some sentence length speech in face-to-face communication with considerable repetition to grasp meaning.
2. Speak with gradual increasing autonomy and spontaneity.
3. Use growing, but still limited vocabulary related to simple, elementary needs.
4. Make utterances which show emerging signs of being able to create with the language.
5. Participate in basic social exchanges with increasing confidence.
6. Ask questions using short memorised utterances.
7. Respond to very basic and familiar “who”; “what” and “where” questions primarily with one-word responses and/or partial sentences.
8. Speak with inaccuracy in terms of pronunciation and grammar due to native language influence.
9. Comprehend and follow basic instructions and procedures when accompanied by physical clues.
10. Identify by name, due to increased vocabulary, some familiar objects in everyday surroundings such as objects, family, members, body parts, months, clothing, foods and objects.
11. Use more work related vocabulary words such as desk, computer, copy machine, fax machine, uniform and printer.

#### **In the skill of Reading, participants will be able to:**

1. Recognise and match most printed upper and lower case letters of the alphabet.
2. Recognise simple vocabulary and short phrases needed to respond to complete basic forms such as first and last name, place of work, job, age, telephone number, address, date, date and time.
3. Recognise increasing number of signs, symbols, labels and captions in the immediate environment.
4. Identify a few familiar objects, family members and basic household items.
5. Recognise vocabulary that communications some personal and survival needs such as medicine labels, building and street signs, bus routes and telephone numbers.
6. Comprehend and follow simple one- to two- step written directions that are accompanied by illustrations.

**In the skill of Writing, participants will be able to**

1. Write letters of the alphabet and simple words with increased accuracy in stroke order (upper and lower case print).
2. Use vocabulary words and learned phrases to fill out routine work related forms such as times, dates, days of the week, months, years, correct first and last name and necessary numbers.
3. Use upper and lower case letters with increasing accuracy.
4. Sometimes apply letter-sound relationships to spell simple words.
5. Create simple sentences with guidance.
6. Write sentences to convey a personal message with guidance.
7. Take down phone number and possibly, name.
8. Fill out simple forms with basic personal information (up to 10 items).