



Australian Government

Department of Education, Employment and Workplace Relations

TAELLN401A Address adult language, literacy and numeracy skills

Revision Number: 1

TAELLN401A Address adult language, literacy and numeracy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and to tailor training and assessment to suit individual skill levels, including accessing relevant support resources.
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Application of the Unit

Application of the unit	This unit introduces trainers and assessors to core language, literacy and numeracy issues in training and assessment practice. Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine the core LLN requirements of the training	1.1. Determine <i>core LLN skill</i> requirements of the <i>training specification</i> 1.2. Determine core LLN requirements of the <i>training context</i> 1.3. Use <i>validated tools</i> and other sources of information to determine existing core LLN skills of learners
2. Access specialist learning support	2.1. Determine the need for <i>specialist core LLN assistance</i> for the learner, based on evidence collected 2.2. Apply appropriate strategies for collaboration with specialist language, literacy and numeracy practitioners
3. Customise program to develop core LLN skills	3.1. Select and customise or develop learning and assessment materials that are appropriate to core LLN skills of training specification, training context and learners 3.2. Apply <i>learning support strategies</i> to assist learners to develop required core LLN skills 3.3. Continuously monitor and evaluate approaches to determine areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language, literacy and numeracy skills to:
 - deliver effective training and assessment
 - analyse and apply the Australian Core Skills Framework (ACSF) at a level appropriate to the outcomes of the unit
 - make judgements about the LLN requirements of learner skill levels and training
 - communicate with other professionals about LLN requirements
 - liaise with personnel, including managers or supervisors, from the training and/or assessment organisation
 - liaise with appropriate external authorities
 - interpret a wide range of documents
- self-management and organisational skills to meet the LLN requirements of learners
- interpersonal skills to:
 - encourage learner development
 - demonstrate sensitivity to cultural issues

Required knowledge

- definitions of core LLN skills, according to the ACSF
- methodology for determining skill levels using the ACSF
- national policy on the integration of LLN into training package competencies
- legislation and codes of practice, for example:
 - equal opportunity legislation
 - privacy legislation
 - organisational requirements
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - emergency procedures
 - safe use and maintenance of equipment
 - sources of OHS information
 - OHS obligations of employers and employees, including supervisors

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • address core LLN issues in training and assessment practice on at least two different occasions • provide evidence that includes: <ul style="list-style-type: none"> • documentation setting out activities, resources and individual learning plans for a particular learner • third-party observations of the candidate with a range of learners • documentation of the use of the ACSF to determine LLN level.
<p>Context of and specific resources for assessment</p>	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • specialist LLN practitioners for consultation and verification of approaches • tools based on the ACSF levels • training package support materials.
<p>Method of assessment</p>	
<p>Guidance information for assessment</p>	<p>For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Core LLN skills</i> include:</p>	<ul style="list-style-type: none"> • core skills, as described by the ACSF • range of learning, reading, writing, oral communication and numeracy skills required to participate in work and the wider community.
<p><i>Training specification</i> may include:</p>	<ul style="list-style-type: none"> • training package units of competency • learning outcomes from accredited courses with a vocational outcome • non-accredited industry specific learning programs.
<p><i>Training context</i> describes:</p>	<ul style="list-style-type: none"> • environment in which the training takes place, which may include: <ul style="list-style-type: none"> • work setting • community setting • training organisation.
<p><i>Validated tools</i> to ascertain LLN levels include:</p>	<ul style="list-style-type: none"> • tools based on the ACSF • information gained from an LLN specialist, including results from prior assessment.
<p><i>Specialist core LLN assistance</i> can include:</p>	<ul style="list-style-type: none"> • specialist in-house support services • Workplace English Language and Literacy (WELL) program support • specialist consultants • team teaching approaches • mentoring • government and community support services.
<p><i>Learning support strategies</i> can include:</p>	<ul style="list-style-type: none"> • demonstrating LLN practices to be learned in a workplace context • using plain English appropriate for the learner • using audio recording of texts • using video and/or audio material to support the training • providing simplified explanations of underpinning principles and concepts • providing explanations and examples of text types • ensuring that decision-making responsibilities are shared

RANGE STATEMENT

	<p>with learners</p> <ul style="list-style-type: none"> • encouraging use of learners' personal word lists and dictionaries • mentoring in a learning situation • acknowledging and building on strengths of learners • providing opportunities to discuss, attach importance to, and build on different culturally-based behaviours and values.
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Unit Sector(s)

Unit sector	Language, literacy and numeracy practice
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		