



Australian Government

Department of Education, Employment and Workplace Relations

TAELLN804A Design programs to develop adult language, literacy and numeracy skills

Release: 1

TAELLN804A Design programs to develop adult language, literacy and numeracy skills

Modification History

Not applicable.

Unit Descriptor

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| Unit descriptor | <p>This unit describes the performance outcomes, skills and knowledge required to design and review programs that develop adult language, literacy and numeracy skills. The unit requires analysis of factors that impact on the design of programs where adult language, literacy and numeracy are the major focus, such as the Language, Literacy and Numeracy Program (LLNP).</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
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Application of the Unit

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| Application of the unit | <p>This unit applies to practitioners who design programs for the delivery of adult language, literacy and numeracy skills and knowledge.</p> <p>Practitioners design programs to meet specific requirements of funding bodies and learners accessing adult language, literacy and numeracy provision. Programs are based on delivery of accredited courses in states and territories. The accredited course when contextualised to meet a particular purpose is here described as 'a program'.</p> <p>Designing adult language, literacy and numeracy programs requires a broad skills and knowledge base in adult language, literacy and numeracy pedagogy and teaching approaches. These skills and knowledge are covered in:</p> <ul style="list-style-type: none">• TAELLN701A Analyse and apply adult literacy teaching practices• TAELLN702A Analyse and apply adult numeracy teaching practices• TAELLN703A Develop English language skills of learners. <p>The skills and knowledge needed for delivering and assessing adult language, literacy and numeracy skills in a range of delivery contexts are covered in TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills.</p> <p>The design and delivery of specific language-based courses may require additional qualifications as set out in accredited course documentation.</p> |
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

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| Prerequisite units | |
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Employability Skills Information

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

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| 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 |
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| 1. Examine parameters of adult language, literacy and numeracy program design | 1.1. Analyse <i>program funding guidelines</i> to establish <i>program parameters</i> 1.2. Use knowledge of pedagogies of adult language, literacy and numeracy to clarify <i>program focus</i> 1.3. Clarify <i>eligibility requirements</i> 1.4. Research range of <i>course options</i> |
| 2. Select course level and units | 2.1. Analyse courses to identify <i>underpinning theoretical frameworks</i> 2.2. Examine <i>qualification packaging rules</i> of courses 2.3. Select course with qualification packaging rules that meet the program focus 2.4. Analyse outcome statements of course at a range of levels, to select suitable level for the program 2.5. Review <i>units of competency</i> and <i>Assessment Guidelines from Training Packages</i> 2.6. Select units relevant to level and program focus, consistent with qualification packaging rules |
| 3. Tailor program to meet needs of learner group | 3.1. Access pre-training assessment records to establish <i>learner needs</i> , goals, skills and learning styles 3.2. Establish <i>profile of the learner group</i> 3.3. Select learning resources and program content consistent with learner profiles and program focus |
| 4. Design program structure | 4.1. Use knowledge of language, literacy and numeracy learning needs of culturally and linguistically diverse adults to plan program structure 4.2. Use knowledge of language, literacy and numeracy skill development to sequence learning 4.3. Select <i>delivery options</i> 4.4. Prepare <i>delivery and assessment plan</i> consistent with course content and learner needs, goals, skills and learning styles 4.5. Plan <i>collaborative arrangements</i> for teaching and learning activities when more than one practitioner is working with a group of learners 4.6. Note reporting requirements of funding body and build in at appropriate points in the program |
| 5. Review the program design | 5.1. Devise criteria by which the program is reviewed 5.2. Review the program design in collaboration with others 5.3. Modify the program design according to recommendations from the review |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
 - identify and analyse the language, literacy and numeracy practices used in the context of the program being designed
 - identify opportunities for learners to develop skills
 - interpret information about program specifications from commonwealth government, state training authorities and other funding bodies
 - locate and integrate employment, family and community resources in program design
- communication skills to listen perceptively to colleagues
- computer skills to:
 - record and report
 - support planning
- initiative and enterprise skills to:
 - identify opportunities through program design
 - think broadly about a range of program options
- literacy skills to:
 - complete complex reports for a range of bodies
 - interpret information from the learner placement process to identify and respond to learner needs, goals, skills and learning styles
 - pursue new knowledge through reading of professional journals and participation in conferences
 - select, read and interpret accredited course documentation
 - select, read and interpret Training Packages
 - synthesise information from complex and, at times, conflicting interpretations
 - write a training program
- planning and organising skills to:
 - collect, analyse and organise information
 - devise a delivery and assessment plan
 - participate in a continuous improvement process
 - plan the use of resources
 - take initiatives and make decisions
- problem-solving skills to develop programs according to program guidelines
- self-management skills to take responsibility for planning
- teamwork skills to plan collaborative activity

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- adult learning principles as applied to program design
- legislation, codes of practice and national standards appropriate to program being designed, for example:
 - Australian Core Skills Framework (ACSF)
 - Australian Qualifications Framework (AQF)
 - Australian Quality Training Framework (AQTF)
 - guidelines for course developers
 - guidelines for labour market and employment initiatives
 - immigration regulations affecting program eligibility
 - International Second Language Proficiency Rating (ISLPR) scale
 - privacy legislation affecting confidentiality issues relating to adult literacy and numeracy identification procedures
 - training organisation's policies and procedures
- pedagogies of adult language, literacy and numeracy
- relationship of language, literacy and numeracy to the Australian vocational education and training (VET) context

Evidence Guide

EVIDENCE GUIDE

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- analyse factors influencing program design
- analyse packaging rules and Assessment Guidelines of courses and Training Packages
- tailor a course to meet program requirements
- design a program delivery and assessment plan that is consistent with program requirements, and demonstrate how the required skills and knowledge were used to inform the design
- review a delivery program.

Context of and specific resources for assessment

Assessment must ensure access to:

- course documentation
- Training Packages
- opportunities to design a plan for program delivery and assessment.

Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

Method of assessment

A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:

- evaluation of an example of program design that reflects the program guidelines and needs of particular target groups of learners, and the delivery and learning context
- evaluation of a report or case study
- questioning to establish required knowledge.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response.

Range Statement

RANGE STATEMENT

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.

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| <i>Program funding guidelines</i> may include: | <ul style="list-style-type: none"> those from commonwealth and state government departments that fund adult literacy and numeracy programs those of the training organisation. |
| <i>Program parameters</i> may include: | <ul style="list-style-type: none"> eligibility for the program entry literacy and numeracy skills of participants measured against frameworks, such as the ACSF length of time of the training to be provided outcomes to be achieved through the program described in competencies or employment outcomes, or linked to frameworks, such as ACSF levels qualifications of teaching staff specific priority groups. |
| <i>Program focus</i> may include: | <ul style="list-style-type: none"> employment outcomes equity initiatives community integration general education labour market pre-vocational. |
| <i>Eligibility requirements</i> may include: | <ul style="list-style-type: none"> people who are employed and wish to improve their literacy and numeracy skills people who have been unemployed for a defined period people with a specified level of formal schooling, such as those who haven't completed a Year 12 equivalent level of schooling those at a particular level of the ACSF those in a particular age group, such as: <ul style="list-style-type: none"> 15-19 years over 55 years those in Australia with a particular class of visa those with a language background other than English those with English as a first language. |
| <i>Course options</i> may | <ul style="list-style-type: none"> course focussing on cultural or vocational knowledge, |

| RANGE STATEMENT | |
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| include: | <p>but with a major component of literacy and numeracy skill development</p> <ul style="list-style-type: none"> • those accredited by states and territories, such as: <ul style="list-style-type: none"> • literacy or numeracy-focused course at relevant AQF level • literacy or numeracy course with vocational skills and knowledge included • literacy or numeracy course with work placement included • literacy or numeracy course with English language skills support included • those designed by a training organisation to meet a specific need • those of the required number of hours to meet program guidelines. |

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| <i>Underpinning theoretical frameworks</i> may include: | <ul style="list-style-type: none"> • adult learning principles • ACSF • those related to pedagogy of adult literacy and numeracy • VET constructs, such as the AQF and AQTF. |
| <i>Qualification packaging rules</i> may include: | <ul style="list-style-type: none"> • core units of literacy and numeracy only • core and elective units of literacy and numeracy • qualification that addresses 'spiky profiles' • qualification that allows for inclusion of units from Training Packages and other accredited courses • qualification that allows for inclusion of work placement • qualification that encourages use of recognition of prior learning (RPL). |
| Suitable <i>units of competency from Training Packages</i> may include: | <ul style="list-style-type: none"> • communication • customer service • numeracy • occupational health and safety (OHS) • operating an item of machinery or a process • planning for work or work induction • quality indicators • working in teams. |
| <i>Assessment Guidelines from Training Packages</i> may include: | <ul style="list-style-type: none"> • qualifications required to assess units from the Training Package • qualifications required to deliver units from the Training Package • restrictions on use of units, such as: <ul style="list-style-type: none"> • prerequisite units • use at specific AQF level. |
| <i>Learner needs</i> may include: | <ul style="list-style-type: none"> • development of specific English language, literacy, numeracy and communication skills: <ul style="list-style-type: none"> • reading • writing • speaking • listening • visual literacy • non-verbal communication and body language • learning strategies • use of new technologies |

| RANGE STATEMENT | |
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| | <ul style="list-style-type: none"> critical thinking. |
| <i>Profile of the learner group</i> may include: | <ul style="list-style-type: none"> age gender ratio identified language, literacy and numeracy needs, linked to pre-training assessment and qualification level learners' perception of their learning needs learners' previous education and training experience learners' short-term and long-term goals learners' level of formal education in first language if of a language background other than English, language and cultural background specific needs, such as those linked to disability. |
| <i>Delivery options</i> may include: | <ul style="list-style-type: none"> classroom-based delivery of discrete units flexible delivery options using e-learning technologies integration of units for delivery and assessment purposes mix of classroom and project-based activities. |
| <i>Delivery and assessment plan</i> may include: | <ul style="list-style-type: none"> adult literacy and numeracy skills to be developed English language skills to be developed competencies to be achieved human and physical resources needs of individual learners or grouping arrangements, where possible places of training program outline and sequencing of training qualifications and experience of teachers suitable assessment methods timetable and length of course. |
| <i>Collaborative arrangements</i> may include: | <ul style="list-style-type: none"> activities to integrate learning division of program into coherent 'chunks', with different practitioners taking responsibility for different areas timetabling. |

Unit Sector(s)

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| Unit sector | |
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Competency field

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| Competency field | Language, literacy and numeracy practice |
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Co-requisite units

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| Co-requisite units | |
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