Australian Government

# TAELLN412 Access resources and support to address foundation skills in vocational practice

**Release: 1**

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## Modification History

| Release | Comments |
|---|---|
| Release 1 | This unit of competency first released with *TAE Training and Education Training Package Version 1.0*. |

## Application

This unit describes the skills and knowledge that vocational trainers and assessors need to access resources, which include collaboration with foundation skills specialists, in order to integrate foundation skills into a vocational training program.

The unit applies to individuals who teach, train, assess and develop training and assessment resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Language, literacy and numeracy practice

## Elements and Performance Criteria

| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify resourcing needs for effective delivery and assessment of foundation skills | 1.1 Identify key areas where foundation skills are critical to vocational competence |
| | 1.2 Use formal frameworks and validated tools to identify learner profile and potential barriers for learning |
| | 1.3 Review the training plan to identify underpinning foundation skills that will require explicit instruction or attention in assessment |
| | 1.4 Determine strategies in own repertoire that address the |

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| | required foundation skills development |
| | 1.5 Identify areas within own vocational practice where support is required to address foundation skills |
| 2. Research suitable resources to address foundation skills in vocational practice | 2.1 Review the available resources to address foundation skills delivery |
| | 2.2 Identify resources which address foundation skills relevant to learner needs |
| | 2.3 Identify sources of specialist advice to enhance own vocational practice |
| 3. Source and use resources and support | 3.1 Make arrangements to secure suitable resources and specialist input according to organisational operating procedures and processes |
| | 3.2 Collaborate with VET colleagues to incorporate solutions into planning instructional strategy and assessment design |
| | 3.3 Where appropriate, participate in collaborative activities to address foundation skills |
| 4. Evaluate own performance in supporting foundation skills development | 4.1 Build a personal record of resources and strategies that support learners' foundation skills development and vocational competence |
| | 4.2 Seek feedback on approaches used to support foundation skills |
| | 4.3 Access opportunities for improving own practice and use of resources and advice |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Learning | 1.1, 1.4, 2.3, 4.3 | • Analyses own vocational practice and degree to which foundation skills are being addressed<br>• Uses strategies to identify and access suitable resources, such as networking, web searching and contacting relevant organisations |

| Reading | 1.1, 1.2, 1.3, 2.1 | • Reads training specifications and frameworks to select information relevant to foundation skills<br>• Reviews a range of training and education support documents and relevant research<br>• Evaluates resources to determine their applicability for use in training sequence design and implementation |
|---|---|---|
| Writing | 3.2, 4.1 | • Keeps records of useful resources and how they might be used<br>• Incorporates solutions into training plans, teaching resources and assessments |
| Oral Communication | 3.2, 3.3 | • Uses effective communication for instructional techniques, e.g. questioning, staging to convey critical foundation skills concepts |
| Numeracy | 1.1, 1.2, 1.3, 2.1, 2.2, 4.2, 4.3 | • Identifies appropriate numeracy information from training specifications<br>• Uses numeracy concepts relevant to vocational competency in learning materials<br>• Identifies own numeracy knowledge gaps and seeks support where required |
| Navigate the world of work | 3.1 | • Recognises and responds to workplace protocols relating to procurement of support services |
| Interact with others | 3.2, 3.3, 4.2 | • Consults and collaborates with colleagues to identify resourcing solutions and implement integrated programs<br>• Responds to and uses diverse perspectives in analysis of feedback |
| Get the work done | 1.4, 1.5, 3.1, 3.2, 3.3, 4.2 | • Makes decisions about resource options after analysing availability and suitability for purpose<br>• Identifies possible barriers for learners and applies resource solutions<br>• Reviews outcomes of collaboration<br>• Uses technology skills for sourcing and storing appropriate resources |

## Unit Mapping Information

| Code and Title (*Current Version*) | Code and Title (*Previous Version*) | Comments | E/N |
|---|---|---|---|
| | | No previous unit | |

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3