



Australian Government

TAELLN413 Integrate foundation skills into vocational training delivery

Release: 2

TAE LLN413 Integrate foundation skills into vocational training delivery

Modification History

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

Application

This unit describes the skills and knowledge that vocational trainers need to identify the foundation skills requirements that are critical to vocational competence within a vocational training specification. It covers how to plan, design and address those requirements using integrated approaches.

The unit applies to individuals who teach, train and assess; and those who 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 |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Analyse foundation skills content critical to vocational competence | 1.1. Determine the foundation skills in the training specification that are essential to vocational competence 1.2. Interpret the level of identified language, literacy and numeracy (LLN) skills using formal frameworks and validated tools and other sources of information 1.3. Establish how the LLN skills relate to the skills needed for employment 1.4. Develop a foundation skills profile of the learner group |

| | |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Plan for integrated delivery | <p>2.1. Analyse instructional strategies relevant to the vocational context for use in addressing identified foundation skills</p> <p>2.2. Access specialist advice and support as necessary to guide selection of strategies for integrated delivery</p> <p>2.3. Plan the vocational training sequence, integrating the selected instructional strategies that explicitly address the foundation skills requirements of the training specification</p> |
| 3. Implement integrated delivery | <p>3.1. Use instructional strategies relevant to the profile of the learner group</p> <p>3.2. Deliver training using selected instructional strategies to develop required foundation skills</p> <p>3.3. Build a personal record of successful training and assessment practices that support learners' foundation skills development and vocational competence</p> |
| 4. Evaluate instructional strategies used | <p>4.1 review effectiveness of selected instructional strategies and adjust training and assessment strategies accordingly</p> <p>4.2 identify opportunities to improve planning process to strengthen integration of foundation skills into own training practice</p> <p>4.3 access opportunities for further professional development</p> |

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 | 2.1, 3.1, 4.1 | <ul style="list-style-type: none"> Develops knowledge of a range of instructional strategies |
| Reading | 1.1, 1.2, 2.1, 3.1 | <ul style="list-style-type: none"> Identifies key information about foundation skills in training specifications Researches a range of instructional approaches relevant to adult learners in training and education literature and materials |
| Writing | 2.3, 3.3 | <ul style="list-style-type: none"> Keeps records of useful instructional approaches Prepares training sequences that address foundation skills |

| | | |
|----------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oral Communication | 3.1, 3.2 | <ul style="list-style-type: none"> • Uses appropriate language with consideration to vocabulary, tone and pace to talk with learners and other vocational education and training (VET) colleagues • Uses language that demonstrates cultural sensitivity relevant to the profile of the learner group |
| Numeracy | 1.1, 1.2, 1.3, 1.4 | <ul style="list-style-type: none"> • Uses numeracy concepts relevant to vocational competence in chosen instructional activities |
| Interact with others | 2.2 | <ul style="list-style-type: none"> • Consults and collaborates to identify instructional activities suitable to the training and industry context |
| Get the work done | 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1 | <ul style="list-style-type: none"> • Analyses information from a range of sources in order to make judgements about the foundation skills profile of learners • Experiments with instructional activities and evaluates their effectiveness |

Unit Mapping Information

| Code and Title (<i>Current Version</i>) | Code and Title (<i>Previous Version</i>) | Comments | E/N |
|----------------------------------------------|-----------------------------------------------|------------------------------------|-----------------|
| TAELLN413 (Release 2) | TAELLN413 (Release 1) | Correction to performance criteria | Equivalent unit |

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>