Assessment Requirements for TAELLN501 Support the development of adult language, literacy and numeracy skills

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Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor updates to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- determining language, literacy and numeracy (LLN) levels using validated tools, including those based on the Australian Core Skills Framework (ACSF), for at least 5 learners
- determining the requirements of training, based on the ACSF
- planning training and assessment that incorporates LLN support strategies relevant to at least two different learners, or groups of learners, in response the ACSF assessment and learners' goals
- reviewing own strategy, and strategies of others, used to support LLN
- leading others to extend practice.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the current function of LLN skills in Australian society, including how LLN skills impact on an individual's participation in work, education and the community
- LLN competence in Australia, according to recent research, such as surveys conducted by the Australian Bureau of Statistics
- the ACSF and how it can be used to describe the LLN requirements integral to vocational competence
- using the ACSF to design training and assessment programs appropriate to learner needs

- a variety of strategies and resources used to build LLN skills appropriate to vocational work
- how context affects language use, including:
  - how the choice of linguistic style is affected by roles and relationships
  - how levels of formality are affected by factors such as age, role and ethnicity
  - how meaning making relies on linking to context
  - how people may be more proficient in some contexts and less in others
- the variety of ways texts can be approached, depending on purpose of reader, for example skimming, scanning and critical analysis
- numeracy and language knowledge to the level of the numeracy and language being taught.
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the language, literacy and numeracy practice field of work, and include access to the necessary assessment tools and assessment resources to:

- guide the evidence collection process
- provide guidance to the qualified assessor regarding any adjustments to the assessment tools.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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