



Australian Government

Assessment Requirements for TAELLN511 Lead the development of adult literacy skills

Release: 1

Assessment Requirements for TAELLN511 Lead the development of adult literacy skills

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN501 Support the development of adult language, literacy and numeracy skills.

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead the development of adult literacy skills by providing advice to at least 3 vocational education and training (VET) teachers, trainers or assessors.
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In the course of the above, the individual must:

- analyse and provide advice on the digital literacy, learning, reading, writing, and oral communication skill demands of workplace, learning and assessment context texts and tasks for at least 3 learners
- assess, analyse and provide advice on the digital literacy, learning, reading, writing, and oral communication skill levels of each of the above learners
- develop, review and provide advice on training and assessment strategies that address digital literacy, learning, reading, writing, and oral communication skill support needs for the each of the above learners
- research, access, review, modify and provide advice on learning and assessment resources that address digital literacy, learning, reading, writing, and oral communication skill support needs for each of the above learners
- participate in 2 different professional development activities to extend own practice in supporting adult literacy development.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current function of digital literacy, learning, reading, writing, and oral communication skills in Australian society, including how those skills impact on an individual's participation in work, training and community contexts

- current digital literacy, learning, reading, writing, and oral communication skills competence of Australian adults and youth in authoritative research and surveys, including in VET and in relation to literacy skill competence
- features and components of current authorised Australian foundation skill frameworks that describe adult literacy skills, and how they can be used to describe the digital literacy, learning, reading, writing, and oral communication skill requirements integral to vocational competence
- uses of current authorised Australian foundation skill frameworks that describe adult literacy skills in the design of training and assessment strategies and development of learning and assessment resources appropriate to learner and candidate digital literacy, learning, reading, writing, and oral communication skill gaps
- features of validated digital literacy, learning, reading, writing, and oral communication assessment tasks and the validation process
- strategies and resources used to build digital literacy, learning, reading, writing, and oral communication skills required by the work context, including:
 - use and role of digital technology to underpin literacy development:
 - use and application of devices used in the workplace
 - use and application of software applications in the workplace
- relationship between literacy, language and numeracy, including:
 - how literacy, language and numeracy are related, and interdependent, in work, training and community participation
 - how literacy skill development is related to language skills
 - how the difficulty of a literacy task can be related to a combination of literacy and language demands
- effect of context on literacy skill use, including:
 - how the choice of linguistic style is affected by roles and relationships
 - how levels of formality are affected by variables including 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
- strategies for approaching written tasks and texts and their relationship to the purpose of reading, including skimming, scanning and critical analysis
- types of professional development activities that can be used to extend own practice in supporting adult literacy practice.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- VET teachers, trainers and assessors.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks, and
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of literacy skills, and
- have achieved the following or equivalent:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
 - higher education qualifications relating to literacy skill development in adult education or vocational education.

Links

Companion Volume Implementation Guide is found on VETNet -

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