



Australian Government

TAELLN814 Design programs to develop adult language, literacy and numeracy skills

Release: 1

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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 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).

The design and delivery of specific language-based courses may require additional qualifications as set out in accredited course documentation.

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. Examine parameters of adult language, literacy and numeracy program design	1.1 Analyse program funding guidelines to establish program parameters 1.2 Use knowledge of pedagogies of adult language, literacy and numeracy to clarify program focus 1.3 Clarify eligibility requirements for the planned program with reference to funding guidelines and program focus 1.4 Research range of training package or accredited course options available to support stand-alone or integrated adult language, literacy and numeracy skill development

2. Select course level and units	<p>2.1 Identify key underpinning theoretical frameworks of the selected training package or accredited course</p> <p>2.2 Examine qualification packaging rules of the training package or accredited course to select a qualification or combination of units that best meets the program focus</p>
3. Tailor program to meet needs of learner group	<p>3.1 Access pre-training assessment records to establish learner needs, goals, skills and learning styles</p> <p>3.2 Establish profile of the learner group</p> <p>3.3 Select learning resources and program content consistent with learner profiles and program focus</p>
4. Design program structure	<p>4.1 Use knowledge of language, literacy and numeracy learning needs of culturally and linguistically diverse adults to plan program structure</p> <p>4.2 Use knowledge of language, literacy and numeracy skill development to sequence learning</p> <p>4.3 Select mode of delivery appropriate for program focus and learner needs</p> <p>4.4 Prepare delivery and assessment plan consistent with course content and learner needs, goals, skills and learning styles</p> <p>4.5 Plan collaborative arrangements for teaching and learning activities when more than one practitioner is working with a group of learners</p> <p>4.6 Note reporting requirements of funding body and build in at appropriate points in the program</p>
5. Review the program design	<p>5.1 Devise criteria by which the program is reviewed</p> <p>5.2 Review the program design in collaboration with others</p> <p>5.3 Modify the program design according to recommendations from the review</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
Reading	1.1, 1.3, 1.4, 2.1,	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of

	2.2, 3.1, 3.3, 4.6	formats in order to identify program options requirements
Writing	4.4, 5.1, 5.3	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audience
Oral Communication	4.5, 5.2	<ul style="list-style-type: none"> Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding, seek feedback and make recommendations effectively and with influence
Numeracy	3.1, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> Interprets numerical information to inform strategy and resource development
Navigate the world of work	1.1, 1.3	<ul style="list-style-type: none"> Recognises and follows relevant legislative requirements associated with own role
Interact with others	4.5, 5.2	<ul style="list-style-type: none"> Plays a lead role in facilitating effective group interactions focused on identifying program improvements
Get the work done	1.3, 1.4, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5, 5.1, 5.3	<ul style="list-style-type: none"> Accepts full responsibility for planning, developing, monitoring and maintaining programs Makes decisions by using systematic analytical processes, setting goals, gathering relevant information, and evaluating options against set criteria Recognises the potential of new approaches to improve or develop new programs Uses a range of digitally based technologies to access, extract and record relevant information in order to achieve required outcomes

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN814 Design programs to	TAELLN804A Design programs to	Updated to meet Standards for Training Packages	E

Code and Title <i>(Current Version)</i>	Code and Title <i>(Previous Version)</i>	Comments	E/N
develop adult language, literacy and numeracy skills	develop adult language, literacy and numeracy skills		

Links

Companion Volume implementation guides are found in VETNet -

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