



Australian Government

Department of Education, Employment and Workplace Relations

TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice

Release 2

TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice

Modification History

Version	Comments
2	This version released with <i>TAE10 Training and Education Training Package version 3</i> . Version created to fix issues in TGA metadata only and format content correctly. No change to qualification content.
1	First released with <i>TAE10 Training and Education Training Package version 2.0</i>

Description

This qualification reflects the roles of individuals who apply substantial specialised skills and knowledge in the field of adult language, literacy and numeracy practice. In these roles they make significant high level judgements to analyse, plan, deliver and evaluate specialised teaching functions within complex contexts.

This qualification uses the term ‘adult literacy and numeracy’ to mean the skills required to understand and use various forms of print and digital text in day-to-day activities at home, at work and in the community (Literacy Skills for the Knowledge Society, OECD, 2001).

The qualification uses the term ‘language’ to talk about speaking, listening, reading, writing and visual communication skills. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. We are also talking about using words and grammatical structures and other meaning support systems (e.g. gestures when speaking and listening, punctuation and formatting when reading and writing) to make meaning or to understand somebody else’s meaning. (What’s language, literacy and numeracy?, Taking the Lead, 2006)

People attending adult language, literacy and numeracy provision reflect the cultural and linguistic diversity of the Australian population. They may have English as their first, second or third language, and literacy and numeracy skill levels that inhibit their ability to achieve their aspirations. This diversity of learners requires practitioners with skills and knowledge in a wide range of teaching approaches and practices; skills and knowledge that are included in this qualification.

This qualification responds to the need for all practitioners to have a set of strategies to meet learners’ language development needs. This is not language in the strict sense of language acquisition (as defined within the TESOL discipline), but rather the development of relevant and appropriate language repertoires depending on the context.

Adult language, literacy and numeracy delivery contexts include vocational education settings, workplaces, and the community. A range of training organisations (public, not-for-profit, community and private) provides adult language, literacy and numeracy skills development.

Job roles

This qualification may apply to those in roles with responsibility for adult literacy and numeracy delivery and assessment. Job roles and titles vary across different organisational contexts. Possible job titles and roles relevant to this qualification include:

- practitioner, Workplace English Language and Literacy (WELL) program
- teacher, Language, Literacy and Numeracy Program (LLNP)
- concurrent assistance teacher, training organisation
- adult literacy and numeracy teacher, training organisation
- trainer and assessor, training organisation
- program coordinator, adult community education organisation
- educational manager, training organisation.

TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice may not meet the requirements for TESOL teaching. It is advisable to check with relevant jurisdictions and in the human resource statements in accredited course documentation.

Pathways Information

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Candidates may enter the qualification through a number of entry points, including with:

- a Bachelor's degree or other higher education qualification, together with relevant vocational practice,
- or
- a relevant Diploma or Advanced Diploma,
- or
- a relevant Certificate III or Certificate IV, together with significant relevant vocational practice.

It is recommended that candidates undertake TAE40110 Certificate IV in Training and Assessment prior to undertaking TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice, as this will provide them with knowledge of the vocational education and training (VET) environment, including quality frameworks and qualification frameworks, as well as delivery and assessment requirements.

Pathways from the qualification

After achieving TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice candidates may undertake TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership or TAE80210 Vocational Graduate Diploma of Management (Learning) or a higher education qualification.

Articulation to higher education

While there are no formal articulation or credit transfer arrangements, it is anticipated that this qualification would contribute significantly to existing or proposed higher education qualifications in this field. Learners seeking credit into other post-graduate qualifications in higher education will need to apply on an individual basis to organisations delivering those qualifications.

This qualification does not and does not seek to replace the diverse range of post graduate qualifications in adult language, literacy and numeracy available in the university sector.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

There are no specific entry requirements for this qualification, although it is expected that candidates will demonstrate the potential to undertake study at graduate level (see Pathways into the qualification section below).

Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • completing documentation required to conduct the course, such as reports and evaluations • developing collaborative relationships • facilitating discussions to encourage sharing of strategies and exploration of different solutions to problems • interpreting the needs of learners by analysis of information obtained through assessment • giving clear explanations, presenting concepts clearly and responding to questions effectively • reading and interpreting complex texts from a range of sources, analysing theoretical viewpoints and forming judgements • using formal and informal mathematical language, symbolic and diagrammatic representations and conventions of mathematics • using interpersonal and language skills to model and encourage collaborative thinking • using oral communication skills to adjust level of communication to meet requirements of learners • using spoken language to make hypotheses, plan and influence others • writing complex texts that meet audience needs and purpose of text
Teamwork	<ul style="list-style-type: none"> • applying knowledge of own role within a team of VET colleagues • cultivating collaborative and participative work relationships, identifying and utilising the strengths of other team members • sharing ideas and resources with other teachers of the learner group
Problem-solving	<ul style="list-style-type: none"> • adapting problem-solving techniques to solve problems in diverse context and situations • analysing information to inform practice • collecting, analysing and interpreting data using a variety of data-collection methods • identifying mathematical information and meaning in activities and texts • identifying specific difficulties of those participating in provision in VET • solving a range of numeracy problems within adult contexts
Initiative and enterprise	<ul style="list-style-type: none"> • analysing a range of theories and approaches to develop a learning strategy • demonstrating originality and innovative approaches to teaching practice • facilitating learning of literacy and numeracy skills in diverse contexts • seeking and using feedback to improve ideas

	<ul style="list-style-type: none"> • seeking appropriate resources and materials
Planning and organising	<ul style="list-style-type: none"> • collecting, analysing and organising information from learners and others • planning a sequence of learning activities consistent with a conceptual framework • planning and organising learning sessions that provide multiple opportunities for learners to develop a range of skills
Self-management	<ul style="list-style-type: none"> • complying with requirements, codes of practice and organisational policies and procedures • monitoring and evaluating own performance • participating in continuous improvement processes
Learning	<ul style="list-style-type: none"> • contributing to the learning of others • learning new skills to accommodate change • maintaining currency and relevance of knowledge • reflecting on and improving own professional practice • seeking expert advice on behalf of others
Technology	<ul style="list-style-type: none"> • assisting learners to use technology for their own purposes • developing teaching skills in using standard desktop applications • using a wide range of online and computer-based learning technologies • using record-keeping and reporting systems

Packaging Rules

Total number of units = 6

4 core units plus

2 elective units

At least **1 of the elective units** must be selected from the elective units listed below. The **second elective unit** may be selected from the elective unit list or from any other currently endorsed Training Package or accredited course at Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma level. Elective units must be relevant to the work outcome and local requirements.

Core units

TAELLN701A Analyse and apply adult literacy teaching practices

TAELLN702A Analyse and apply adult numeracy teaching practices

TAELLN703A Develop English language skills of adult learners

TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills

Elective units

TAELLN501B Support the development of adult language, literacy and numeracy skills

TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

TAEASS505A Lead and coordinate assessment systems and services

TAEDDES502A Design and develop learning resources

Selecting elective units for different outcomes

The context for this qualification varies and will guide the selection of elective units.

Examples of **recommended** elective units for particular work outcomes follow.

For a **practitioner or coordinator role in a Workplace English Language and Literacy program**, selection from the following elective units is recommended.

TAELLN501B Support the development of adult language, literacy and numeracy skills

TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development

For a **teacher role in the Language, Literacy and Numeracy Program**, the following elective units are recommended.

TAEASS505A Lead and coordinate assessment systems and services

TAEDES502A Design and develop learning resources

For an **adult literacy and numeracy support role in a training organisation**, the following elective units are recommended.

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

TAEASS505A Lead and coordinate assessment systems and services

For an **adult literacy and numeracy support role in a community-based organisation**, the following elective units are recommended.

TAELLN501B Support the development of adult language, literacy and numeracy skills

TAEDES502A Design and develop learning resources