TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and analyse policy that has adult language, literacy and numeracy implications, and to formulate, implement and evaluate strategic responses within a training organisation. Knowledge of adult language, literacy and numeracy theory and teaching approaches is also important in the development of the strategic response to policy.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Provision of adult language, literacy and numeracy is impacted by social, economic, community and education policy decisions.
	This unit applies to those in a training organisation who have a leadership role in accessing, analysing and responding to policy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse policy and its relationship to adult language, literacy and numeracy provision	1.1. Identify new opportunities in **policy environments** in response to internal and external factors and government priorities 1.2. **Access** policy that may impact on adult language, literacy and numeracy provision 1.3. **Analyse policy** to establish changes that may impact on current adult language, literacy and numeracy provision 1.4. Identify **potential impact of policy** on the training organisation 1.5. Propose **actions to be taken** in response
2. Lead the implementation of adult language, literacy and numeracy strategic response	2.1. Provide information and advice on the relevant policy according to **organisational procedures** 2.2. Formulate **strategy** for adult language, literacy and numeracy provision in response to policy 2.3. **Implement strategy** in collaboration with **stakeholders**
3. Review the response to policy	3.1. Develop a **plan for evaluation and review of policy** implementation in consultation with stakeholders 3.2. Gather, collate and analyse feedback on implementation process and related issues according to organisational requirements 3.3. **Evaluate implementation of policy** against initial criteria in implementation plan 3.4. Document and report on outcomes of review according to organisational requirements 3.5. Provide feedback to policy body on implementation issues or consequences of policy shift, if relevant

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
- communication and presentation skills to: - collaborate and negotiate with others   - interpret language that is highly nuanced   - use language to influence others   - computer skills to access policies and report   - initiative and enterprise skills to: - identify opportunities through policy analysis   - think broadly about a range of program options   - literacy skills to: - read and evaluate complex and formal documents, such as policy and legislation   - prepare written advice requiring precision of expression and language and structures suited to intended audience   - planning and organising skills to: - collect, analyse and organise information   - devise a strategy to respond to policy changes   - take initiative and make decisions   - problem-solving skills to propose solutions to policy changes   - research skills to identify, access and analyse policy documents   - teamwork skills to plan collaborative activity
Required knowledge
- continuous improvement processes, systems and strategies   - impact of policy changes on training organisations' operations   - policy areas likely to impact on adult language, literacy and numeracy provision   - range of ways adult language, literacy and numeracy provision can be implemented   - relationship between adult language, literacy and numeracy skill development and program planning, including: - theories and models of adult language, literacy and numeracy skill development and how to apply them   - how to analyse the English language, literacy and numeracy requirements of a range of education programs   - how to plan, alone or with colleagues, programs that embed English language, literacy and numeracy skills   - how to plan effective programs that incorporate opportunities to:

REQUIRED SKILLS AND KNOWLEDGE

- develop a range of appropriate transferable skills
- meet the aims and learning needs of learners
- relationship between international, federal, state and local policy related to adult language, literacy and numeracy provision
- reporting frameworks, such as the Australian Core Skills Framework (ACSF)
- roles of stakeholders in the implementation of policy
- theoretical frameworks of adult language, literacy and numeracy
- trends in education and training policy

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • access and analyse a broad range of policies that may impact on adult language, literacy and numeracy provision • identify impact that policy may have on the training organisation • implement response to the policy within the training organisation lead by the candidate • analyse and report on the effectiveness of the response to policy implementation within the training organisation • provide evidence of reflection on own practice.
Context of and specific resources for assessment	Assessment must ensure access to: • broad range of policies • opportunities to lead the strategy development and implementation of a response to policy within a training organisation. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • evaluation of documented evidence of a policy response by the candidate • review of applied projects • questioning to establish required knowledge • review of third-party report.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBRES801A Initiate and lead applied research.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Policy environments may include:	• community services • economic reform • education • employment • Indigenous affairs • industry • manufacturing.
Policies may be ***accessed*** through:	• advice in Training Packages • Industry Skills Councils and state Industry Training Boards • international, federal and state or territory government departments, regulatory and/or licensing bodies • networks from a range of training providers • policy directives from state training authorities • senior management.

Policy may include consideration of:	• commonwealth and state government policies and initiatives in a wide range of areas, including community development, economic policy, capacity building, and social welfare, such as:
	  • capacity building programs for Aboriginal and Torres Strait Islander peoples
	  • certification requirements in specified industry areas, for example child care and aged care
	  • commonwealth, state or territory legislation relating to occupational health and safety (OHS)
	  • entitlement to English language provision based on immigration status
	  • guidelines for labour market and employment initiatives
	  • immigration regulations affecting categories of visa holders
	  • National Quality Council (NQC) guidelines and vocational education and training (VET) policy, including the Australian Quality Training

RANGE STATEMENT

	Framework (AQTF)
	• policy on levels of school (or equivalent) completion.

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RANGE STATEMENT	
Analysis of policy may include:	• confirming relevance for implementation within the training organisation • determining application to the training organisation • determining effectiveness of current policy in light of new policy objectives • determining intent of policy • identifying areas where policy has not been applied appropriately • identifying implications for adult language, literacy and numeracy provision • identifying relationships at the international, national, state and local levels between potential key stakeholders in VET policy development and implementation • identifying stakeholders.
Relevant ***policies*** may be expressed in:	• Acts • codes of practice • guidelines • procedures • regulations • standards.
Potential impacts of policy on training organisations may include:	• administrative and reporting systems • alternative funding sources • cross-sectoral relationships • current and emerging markets • impacts on provision resulting from changes in funding arrangements • industrial relations • pedagogy • quality systems and processes • relationships with industry • roles and competency requirements of staff • technologies.
Actions to be taken may include:	• applying for funding or responding to tender • changing administrative and reporting arrangements • changing adult language, literacy and numeracy provision • changing organisation's provision in regard to adult language, literacy and numeracy • changing pedagogy • identifying and accessing resources

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RANGE STATEMENT	
	• identifying possible funding sources • providing professional development to staff • responding to policy bodies on possible consequences of policy shift, and suggestions for revision if necessary • revising organisation's policies.

RANGE STATEMENT	
Organisational procedures may include:	• who needs to be consulted • format of the advice, including level of detail • timeframe for decision making.

Strategies may include:	• adult language, literacy and numeracy integrated into community programs
	• adult language, literacy and numeracy integrated into other VET programs
	• adult language, literacy and numeracy integrated into workplace activities
	• adult language, literacy and numeracy stand-alone programs, including:
	  • full-time or part-time
	  • accredited or non-accredited
	• distance delivery
	• on-site or off-site face-to-face delivery
	• resource development
	• recognition of prior learning (RPL) and assessment-only services.

Implementing strategy may include:	• analysing guidelines to establish level and focus of provision • developing eligibility criteria consistent with policy • developing training and assessment plans sequenced to reflect the adult language, literacy and numeracy development of participants • identifying and accessing resources and materials • implementing administrative and reporting schedules • selecting accredited courses or developing non-accredited programs to meet participant needs • selecting participants for provision consistent with policy • working with other VET colleagues to implement adult language, literacy and numeracy strategy.
Stakeholders could be internal and external and may include:	• administrative staff • enterprises • funding bodies • government departments • industry and community bodies • teaching staff • training organisation management • unions.

RANGE STATEMENT	
Plan for evaluation and review of policy may include:	• criteria for policy implementation • outline of the intended use and consequences of policy implementation • personnel and their responsibilities • policy implementation review process • process to collect feedback on implementation issues • strategy for consultation with relevant personnel • timelines.
Evaluation of policy implementation may address:	• cost of implementation • implementation processes and procedures • interpretation of intent of policy • outcomes for learners • scope of implementation • staff knowledge of and adherence to policy.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

Co-requisite units

Co-requisite units	