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

Release: 1

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Modification History

Not applicable.

Unit Descriptor

| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to formulate a strategy to deliver language, literacy and numeracy skill development in a workplace. The unit addresses the analysis of industry factors that impact on the English language, literacy and numeracy required of employees. It enables practitioners to design programs that meet the requirements of the Workplace English Language and Literacy (WELL) program.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |
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Application of the Unit

Application of the unit	This unit applies to those who design strategies for adult language, literacy and numeracy skill development in a workplace. The performance outcomes, skills and knowledge required for delivering adult language, literacy and numeracy programs in the workplace is covered in unit TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills. Individuals undertaking this unit may also be required to manage a team of people implementing the workplace adult literacy and numeracy strategy, including monitoring, evaluating and improving performance as required. The performance outcomes, skills and knowledge for mentoring others are covered in TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program. The profile of those in the workplace is typically culturally and linguistically diverse. The performance outcomes, skills and knowledge required to work with culturally and linguistically diverse adults in a range of contexts are described in TAELLN703A Develop English language skills of learners.

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 company profile	1.1. Identify **broad issues for training** through consultation with enterprise personnel and workforce representatives 1.2. Analyse **company background information** 1.3. Identify **changes** impacting on the organisation 1.4. Develop **profile of the industry workforce** 1.5. Identify **potential risks** that could impact on the effectiveness of the organisation 1.6. Analyse company and workforce profile for **language**, **literacy and numeracy training implications**
2. Analyse English language, literacy and numeracy demands of the workplace	2.1. Analyse relevant **training specification** to identify the **levels of language**, **literacy and numeracy** required 2.2. Examine workplace's **formal** and **informal communication systems and practices** to identify the level of language, literacy and numeracy required 2.3. Identify **funding source** for training and note parameters of program focus and reporting
3. Provide leadership in developing language, literacy and numeracy skill development plan	3.1. Design **most appropriate mode(s) of training and assessment**, given participant profile and workplace operations 3.2. Design most appropriate program, based on **application of conceptual frameworks** underpinning adult language, literacy and numeracy teaching in vocational education and training (VET) 3.3. Develop a **language**, **literacy and numeracy skill development plan** for approval by representatives of the training organisation, company or workplace, and the workforce 3.4. Develop an **evaluation strategy** to enable ongoing monitoring of the language, literacy and numeracy skill development plan 3.5. Develop a **communication strategy** to ensure stakeholders are informed of process, programs, changes and outcomes
4. Identify program participants	4.1. Design criteria and processes for selection of participants 4.2. Ensure processes comply with the industrial arrangements of the workplace and funding body requirements 4.3. Develop a **pre-training assessment kit** 4.4. Assess the literacy and numeracy skills of potential

ELEMENT	PERFORMANCE CRITERIA
	program participants 4.5. Develop a *profile of potential participants* for training purposes 4.6. Refine *training delivery plan* to enable maximum participation 4.7. Liaise with *others in the workplace* impacted by the training
5. Implement and review the language, literacy and numeracy skill development plan	5.1. Undertake skill development that meets learner and workplace requirements 5.2. Implement the evaluation strategy of skill development plan 5.3. Review the implementation of the language, literacy and numeracy skill development plan periodically and make modifications when required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
    - identify and analyse the English language, literacy and numeracy demands embedded in enterprises and particular workplace contexts, including policies and procedural documents, legislation, memos, notices and forms
    - interpret information from the pre-training assessment process to identify possible participants
    - select and interpret underpinning skills in Training Package and accredited course documentation
- communication skills to:
    - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
    - give presentations to promote the skill development program
    - keep training partners informed about the progress while maintaining confidentiality about individual participant's skills
    - negotiate a commitment to the training from all players in an enterprise, including employer, union, workforce, workforce representatives and management
    - negotiate opportunities for learners to apply skills to perform workplace tasks and to practise English language, literacy and numeracy skills
    - paraphrase as part of effective listening techniques
    - present concepts clearly and respond to questions effectively
- computer skills to use software packages, such as:
    - presentations
    - project management
    - word processing
- initiative, enterprise and creativity to develop a strategy that meets the complex requirements of a workplace
- literacy skills to:
    - develop a skill development plan that is understood and agreed upon by stakeholders
    - meet written requirements of funding bodies
- numeracy skills to:
    - cost projects and manage finances, monitor timelines and expenditure
    - use spreadsheets to monitor budgets
- planning and organising skills to identify and consult effectively with a range of stakeholders

REQUIRED SKILLS AND KNOWLEDGE

- research skills to locate general knowledge required to develop company profiles and industry knowledge
- teamwork skills to:
  - consult with relevant parties to get support for the implementation of the plan
  - work effectively as a team member
  - work with people at all levels of an organisation to develop a plan

Required knowledge

- adult learning principles applied to a workplace context
- adult language, literacy and numeracy issues in a workplace context, such as:
  - attitudinal barriers
  - confidentiality issues relating to language, literacy and numeracy identification procedures
  - cross-cultural awareness and sensitivity
  - need to adapt training strategies to meet multiple learner needs
- adult language and literacy teaching theories, such as:
  - applied linguistics
  - applied social theory and sociolinguistics
  - critical literacy
  - humanistic and progressivist pedagogy
  - psycholinguistics
- adult numeracy teaching theories, such as:
  - applied social theory, for example mathematics and culture, and mathematics and gender
  - constructivism
  - critical literacy and numeracy
  - cultural use of specific mathematics
  - functionalism
- national frameworks, such as:
  - Australian Core Skills Framework (ACSF)
  - VET frameworks and structures
- changes in the Australian economic and industrial context that can impact on language, literacy and numeracy skills requirements at the workplace level, such as:
  - changes in legislation
  - changes in technology
  - compliance requirements
  - impact of globalisation
  - introduction of new management techniques, such as team-based management

REQUIRED SKILLS AND KNOWLEDGE

- practices
  - workplace quality requirements
- levels of English language, literacy and numeracy in Australia and the effect these have on the capacity of industry and the workforce to deal effectively with specific areas of workplace change
- own role and responsibilities in a workplace environment
- workplace agreements and structures

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: • analyse a company profile and consult with stakeholders at all levels within the workplace • identify the English language, literacy and numeracy needs of a workplace aligned to national frameworks • develop a language, literacy and numeracy skill development plan for a specific workplace, including undertaking the research that underpins the plan, detailing the rationale for the particular forms of training recommended • use pre-training assessment processes contextualised into the workplace environment • implement a communication strategy and an evaluation strategy.
Context of and specific resources for assessment	Assessment must ensure access to: • real or simulated workplace context • broad range of workplace and training documentation • senior management within a workplace • opportunities to design workplace language, literacy and numeracy strategies. 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 a report or case study • review of authenticated evidence from the workplace, including verified work samples • questioning to establish required knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills • TAELLN807A Design, implement and evaluate an adult

EVIDENCE GUIDE	
	language, literacy and numeracy professional development program.

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.	

Broad issues for training may include:	• implementing a relevant industry Training Package that meets company expectations
	• implementing general training policies for the whole company or one section of the company
	• improving language, literacy and numeracy skills of the workforce to participate in further training
	• meeting a specific objective or set of objectives, such as:
	  • introduction of new machinery or process
	  • legal requirements
	  • occupational health and safety (OHS) requirements
	  • quality indicators
	  • reporting processes
	  • workforce restructure
	• meeting training goals outlined in the company's profile, and business and strategic plans.

Company background information may include:	• category of Australian Bureau of Statistics (ABS) industry groups into which the business fits • company's core business • company's learning culture and training history • company's recruitment strategy • company's vision and mission statements, business and strategic plans and organisational learning plan • products the company produces • training requirements.
Changes may include:	• changes in work organisation in response to changes in market trends • company or enterprise embarking on capital and technical improvements • industrial relations issues • new management systems being introduced • projected product or process diversification.
Profile of the industry	• size of overall workforce

RANGE STATEMENT	

workforce may include:	• composition of workforce, including:
	    • full time and part time
	    • casual and permanent
	    • gender and age ratios
	 • education and training backgrounds
	 • language and cultural backgrounds
	 • occupational groups.

RANGE STATEMENT	
Potential risks may include:	• compliance issues • OHS issues • performance issues • quality issues.
Language, ***literacy and numeracy training implications*** may include the need to develop:	• language skills of the workforce to implement changes or meet compliance issues • literacy and numeracy skills of the workforce to implement changes or meet compliance issues.
Training specification may include:	• accredited courses • Training Packages • work outcomes • workplace-specific training goals.
Level of language, ***literacy and numeracy*** may include:	• levels 1 to 5 of the ACSF.
Formal communication systems and practices may include:	• company communication systems, such as emails, memos, newsletters and information sessions • forms of communication within and between sites and departments • internal and external modes of communication • language, literacy and numeracy practices • those related to communications technology employed by the enterprise, such as intranet and internet • workplace documentation, schedules, plans, personnel forms and pay or time sheets.
Informal communication networks and practices may include:	• communication within and between individuals • social and other informal occasions.
Funding sources may include:	• commonwealth funded programs, such as WELL program • company funding training directly • funding for specific groups • profile funding • specific initiative arrangements for specific states.
Most appropriate mode(s) of training and assessment may include:	• delivering training focusing on language, literacy and numeracy underpinning skills of specific units of competency of a Training Package • developing a training program with an emphasis on language, literacy and/or numeracy

RANGE STATEMENT	
	• developing and customising self-access resources for an independent learning centre
	• developing assessment tools and training to integrate language, literacy and numeracy assessment with vocational competency
	• providing adult literacy and numeracy programs for selected participants, including one-to-one, small group, classroom, face-to-face, distance and on-the-job support
	• providing expert advice to technical trainers
	• working alongside workplace trainers and assessors to identify language, literacy and numeracy and support for selected employees with one-to-one or gap training
	• writing enterprise documentation and training resources to match the language, literacy and numeracy levels of employees.

RANGE STATEMENT	
Application of conceptual frameworks may include:	• adult learning principles • theories that inform adult language and literacy • theories that inform literacy teaching • theories that inform numeracy teaching • VET frameworks and structures.

Language, ***literacy and numeracy skill development plan*** may include:	• barriers that may exist to the workplace training and strategies to overcome them
	• funding and reporting arrangements
	• language, literacy and numeracy skills to be developed described in broad terms, such as:
	   • those of the ACSF
	   • those required to deal with the company communication system or documentation
	   • skills related to other training being conducted at the workplace, such as particular Training Package outcomes or introduction of new technology
	• mode(s) of instruction and the agreed training arrangements
	• program outline
	• qualifications and experience of staff
	• resourcing available
	• responsibilities of relevant parties
	• workforce profile.

Evaluation strategy may include:	• evaluation instruments, such as:
	   • surveys
	   • structured interviews
	   • questionnaires
	   • observations
	• feedback or debriefing from group discussions or meetings of stakeholders
	• meetings with relevant parties such as the training manager, line managers, workforce representatives and/or training committee
	• processes, such as:
	   • defining the purpose and audience
	   • planning the evaluation
	   • gathering the data
	   • analysing and interpreting the data
	   • using the findings to improve the processes, practices, systems or outcomes

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RANGE STATEMENT	
	• gathering qualitative and quantitative data to review and monitor training outcomes and to initiate corrective action when required.

RANGE STATEMENT	
Communication strategy may include:	• email • formal meetings of organisation stakeholders • informal strategies • newsletters • posters.
Pre-training assessment kit may:	• link to the ACSF • meet the requirements of selected units of competency from Training Packages • reflect actual workplace practice with embedded language, literacy and numeracy skills required for a particular work role • require formal or informal processes.

Profile of potential participants may include:	• background factors, such as:
	  • age ratio
	  • education and training backgrounds
	  • gender ratio
	  • language and cultural backgrounds
	  • level of formal education in first language
	  • previous experience of training
	• employees' perception of their learning needs and attitudes to training and assessment
	• occupational groups and existing qualifications and skills of employees in relation to work context
	• those with self-identified language, literacy and numeracy needs.

Training delivery plan may include:	• human and physical resources • location • mode of training • participants and groupings • timing.
Others in the workplace may include:	• other trainers and assessors • relevant supervisors.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

co-requisite skills

Co-requisite skills	

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