



Australian Government

CHCLLN003 Support adult numeracy learning

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

The unit describes the skills and knowledge required to identify numeracy skill needs, develop strategies and resources to reinforce number, measurement, estimation and problem solving skills, and then support learners during various phases in the development of their numeracy competence.

This unit applies to individuals such as paid or volunteer tutors, who work under the guidance of a program supervisor with numeracy development expertise.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance required to demonstrate achievement of the element

1. Identify learner numeracy requirements

1.1 Confirm scope of own role and responsibilities in supporting the learner

1.2 Establish the learner's numeracy level and development needs using appropriate tools

1.3 Identify factors that may inhibit the development of numeracy skills in consultation with the learner and supervisor according to need

1.4 Negotiate numeracy learning needs with learner and establish achievable learning outcomes, in consultation

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

Performance criteria describe the performance required to demonstrate achievement of the element with supervisor

2. Plan strategies and resources to support mathematics learning for numeracy

2.1 Plan learning environments, activities and appropriate method to evaluate learning outcomes in advance with the supervisor

2.2 Monitor learner understanding and use of numeracy to inform planning of strategies and resources

2.3 Adapt or develop resources appropriate to learner needs and context according to program requirements

3. Facilitate application of mathematics skills for numeracy

3.1 Explain a variety of numeracy demands and opportunities in daily life

3.2 Demonstrate the different uses and functions of mathematics using activities and examples

3.3 Develop numerate understandings appropriate to learners' culture, age, abilities, interests and needs

3.4 Use examples and activities to highlight and explain applications of mathematics skills and knowledge for numeracy to scaffold learning

3.5 Use strategies to model use of mathematics skills relevant to specific learners

4. Support learners to develop mathematics skills for numerate understanding

4.1 Determine strategies for supporting learners in the application of mathematics skills for numeracy, seeking advice from supervisor or other specialist as needed

4.2 Implement planned strategies to enhance the abilities of learners and address their individual needs

4.3 Encourage learners to problem solve using mathematics knowledge and skills in everyday life contexts

4.4 Use the language of numeracy at the appropriate level to focus learners on specific mathematics skills and knowledge

4.5 Evaluate learning outcomes and discuss with

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

Performance criteria describe the performance required to demonstrate achievement of the element

supervisor according to need

5. Provide structured activities to further develop learners' mathematics skills and knowledge

5.1 Plan strategies with supervisor where appropriate, including accurate mathematics terminology and concepts to support learning

5.2 Implement strategies that develop learner skills in using mathematics for numeracy understanding across appropriate aspects of communication

5.3 Encourage learners to improve mental computation and calculation skills using strategies appropriate to individual learners

5.4 Ensure learners check for reasonableness of solutions when calculating and measuring, using a range of strategies and tools

5.5 Encourage learners and build their confidence to attempt problem solving that requires the use of mathematics skills and knowledge

6. Review strategies used to enhance learner skills

6.1 Monitor learner progress against learning outcomes

6.2 Seek support and feedback from supervisor

6.3 Review and adjust strategies based monitoring and feedback in consultation with supervisor

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCLLN003 Support adult numeracy learning

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- supported the development of numeracy skills for at least 3 different adult learners
- used the following communication and learning strategies:
 - used active listening and questioning
 - scaffolding of learning
 - assisting learners to problem solve

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- roles and responsibilities of those providing numeracy support and of their supervisors
- key concepts of the Australian Core Skills Framework (ACSF), including:
 - the five core skills
 - spiky profiles: varying levels of performance in each core skill
 - factors that may influence performance
- mathematical concepts, operations and terminology relevant to learner needs and context
- factors that inhibit numeracy skills development
- requirements of the support program, including administrative and confidentiality requirements

- basic communication and learning strategies, including techniques that:
 - encourage critical thinking about mathematics and its use as a learning tool
 - scaffold learning and assist learners to problem solve
- tools to evaluate learning outcomes, including the ACSF

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including established numeracy support programs and resources
- modelling of industry operating conditions, including:
 - provision of services to adults needing numeracy support
 - interaction with supervisor

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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