



Australian Government

TAELLN412 Access resources and support to address foundation skills in vocational practice

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 that vocational trainers and assessors need to access resources, which include collaboration with foundation skills specialists, in order to integrate foundation skills into a vocational training program.

The unit applies to individuals who teach, train, assess and develop training and assessment resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

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 <i>Elements describe the essential outcomes</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify resourcing needs for effective delivery and assessment of foundation skills	1.1 Identify key areas where foundation skills are critical to vocational competence 1.2 Use formal frameworks and validated tools to identify learner profile and potential barriers for learning 1.3 Review the training plan to identify underpinning foundation skills that will require explicit instruction or attention in assessment 1.4 Determine strategies in own repertoire that address the

	required foundation skills development 1.5 Identify areas within own vocational practice where support is required to address foundation skills
2. Research suitable resources to address foundation skills in vocational practice	2.1 Review the available resources to address foundation skills delivery 2.2 Identify resources which address foundation skills relevant to learner needs 2.3 Identify sources of specialist advice to enhance own vocational practice
3. Source and use resources and support	3.1 Make arrangements to secure suitable resources and specialist input according to organisational operating procedures and processes 3.2 Collaborate with VET colleagues to incorporate solutions into planning instructional strategy and assessment design 3.3 Where appropriate, participate in collaborative activities to address foundation skills
4. Evaluate own performance in supporting foundation skills development	4.1 Build a personal record of resources and strategies that support learners' foundation skills development and vocational competence 4.2 Seek feedback on approaches used to support foundation skills 4.3 Access opportunities for improving own practice and use of resources and advice

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
Learning	1.1, 1.4, 2.3, 4.3	- Analyses own vocational practice and degree to which foundation skills are being addressed - Uses strategies to identify and access suitable resources, such as networking, web searching and contacting relevant organisations

Reading	1.1, 1.2, 1.3, 2.1	• Reads training specifications and frameworks to select information relevant to foundation skills • Reviews a range of training and education support documents and relevant research • Evaluates resources to determine their applicability for use in training sequence design and implementation
Writing	3.2, 4.1	• Keeps records of useful resources and how they might be used • Incorporates solutions into training plans, teaching resources and assessments
Oral Communication	3.2, 3.3	• Uses effective communication for instructional techniques, e.g. questioning, staging to convey critical foundation skills concepts
Numeracy	1.1, 1.2, 1.3, 2.1, 2.2, 4.2, 4.3	• Identifies appropriate numeracy information from training specifications • Uses numeracy concepts relevant to vocational competency in learning materials • Identifies own numeracy knowledge gaps and seeks support where required
Navigate the world of work	3.1	• Recognises and responds to workplace protocols relating to procurement of support services
Interact with others	3.2, 3.3, 4.2	• Consults and collaborates with colleagues to identify resourcing solutions and implement integrated programs • Responds to and uses diverse perspectives in analysis of feedback
Get the work done	1.4, 1.5, 3.1, 3.2, 3.3, 4.2	• Makes decisions about resource options after analysing availability and suitability for purpose • Identifies possible barriers for learners and applies resource solutions • Reviews outcomes of collaboration • Uses technology skills for sourcing and storing appropriate resources

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
		No previous unit	

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for TAELLN412 Access resources and support to address foundation skills in vocational practice

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Performance Evidence

Evidence of the ability to:

- analyse a training specification to identify key areas where foundation skills are critical to vocational competence
- analyse training plans to identify where foundation skills will need to be addressed in training and assessment for at least two of the core skills (learning, reading, writing, oral communication, numeracy)
- access and use appropriate resources with learners to address at least two of the core skills (learning, reading, writing, oral communication, numeracy)
- identify and access specialist input required to support own vocational practice
- plan and implement instructional strategies and assessments that integrate foundation skills, in collaboration with vocational and foundation skills practitioners
- document successful training and assessment practices and resources
- participate in at least two professional development activities with a foundation skills focus.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe techniques for identifying foundation skills content that is central to vocational competence
- explain the use of tools that analyse training specifications and learner profiles, which must include the Australian Core Skills Framework (ACSF) and Core Skills for Work
- describe the foundation skills that are essential to workplace competence in a particular vocational context, focussing on at least two of the core skills (learning, reading, writing, oral communication, numeracy)

- describe ways in which foundation skills can be a barrier to the development of specific vocational competencies
- describe range of resources and strategies that facilitate successful integration of foundation skills into vocational practice
- explain the organisational operating procedures for securing suitable resources and specialist input
- outline techniques used to evaluate approaches and seek feedback.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- texts and tasks typically found in the workplace
- specialist LLN practitioners for consultation and verification of approaches
- training and assessment tools based on the ACSF levels
- training package support materials
- workplace-specific tools, equipment, materials and industry software packages (where applicable).

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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