



Australian Government

TAELLN413 Integrate foundation skills into vocational training delivery

Release: 2

TAELLN413 Integrate foundation skills into vocational training delivery

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 need to identify the foundation skills requirements that are critical to vocational competence within a vocational training specification. It covers how to plan, design and address those requirements using integrated approaches.

The unit applies to individuals who teach, train and assess; and those who 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	Performance Criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse foundation skills content critical to vocational competence	1.1. Determine the foundation skills in the training specification that are essential to vocational competence 1.2. Interpret the level of identified language, literacy and numeracy (LLN) skills using formal frameworks and validated tools and other sources of information 1.3. Establish how the LLN skills relate to the skills needed for employment 1.4. Develop a foundation skills profile of the learner group

2. Plan for integrated delivery	2.1. Analyse instructional strategies relevant to the vocational context for use in addressing identified foundation skills 2.2. Access specialist advice and support as necessary to guide selection of strategies for integrated delivery 2.3. Plan the vocational training sequence, integrating the selected instructional strategies that explicitly address the foundation skills requirements of the training specification
3. Implement integrated delivery	3.1. Use instructional strategies relevant to the profile of the learner group 3.2. Deliver training using selected instructional strategies to develop required foundation skills 3.3. Build a personal record of successful training and assessment practices that support learners' foundation skills development and vocational competence
4. Evaluate instructional strategies used	4.1 review effectiveness of selected instructional strategies and adjust training and assessment strategies accordingly 4.2 identify opportunities to improve planning process to strengthen integration of foundation skills into own training practice 4.3 access opportunities for further professional development

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	2.1, 3.1, 4.1	Develops knowledge of a range of instructional strategies
Reading	1.1, 1.2, 2.1, 3.1	- Identifies key information about foundation skills in training specifications - Researches a range of instructional approaches relevant to adult learners in training and education literature and materials
Writing	2.3, 3.3	- Keeps records of useful instructional approaches - Prepares training sequences that address foundation skills

Oral Communication	3.1, 3.2	• Uses appropriate language with consideration to vocabulary, tone and pace to talk with learners and other vocational education and training (VET) colleagues • Uses language that demonstrates cultural sensitivity relevant to the profile of the learner group
Numeracy	1.1, 1.2, 1.3, 1.4	• Uses numeracy concepts relevant to vocational competence in chosen instructional activities
Interact with others	2.2	• Consults and collaborates to identify instructional activities suitable to the training and industry context
Get the work done	1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1	• Analyses information from a range of sources in order to make judgements about the foundation skills profile of learners • Experiments with instructional activities and evaluates their effectiveness

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN413 (Release 2)	TAELLN413 (Release 1)	Correction to performance criteria	Equivalent 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 TAE LLN413 Integrate foundation skills into vocational training delivery

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- identify the foundation skills content in a training specification and its relationship to workplace competence
- use the Australian Core Skills Framework (ACSF) to interpret the level of LLN skills required for vocational competence in the training program
- analyse sources of information to create a foundation skills profile of the learner group
- identify at least two instructional strategies that are suitable for the foundation skills requirements of the learner group (covering at least two core skills from the ACSF)
- collaborate with specialist LLN practitioners and other vocational education and training (VET) colleagues to plan a training sequence (covering at least two core skills from the ACSF) which integrates instructional strategies that match the requirements of the training specification, learner group and vocational delivery context
- deliver the planned training sequence to a group of vocational learners
- check that the integrated strategies are addressing foundation skills requirements and make necessary adjustments to practice
- participate in at least two professional development activities with a focus on improving planning and delivery of integrated foundation skills delivery.

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:

- explain how to identify foundation skills content within a training specification in a relevant vocational area
- list the foundation skills that are essential to workplace competence in a particular vocational context

- describe components of the Australian Core Skills Framework (ACSF) and Core Skills for Work relevant to analysing training and assessment materials, and explain how to use them when planning and implementing training
- describe at least two instructional strategies that address at least two foundation skills in vocational training
- explain the techniques used for evaluating own training and assessment practice
- outline sources of professional development focussed on foundation skills delivery.

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 the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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