



Australian Government

TAELLN421 Integrate core skills support into training and assessment

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN411 Address adult language, literacy and numeracy skills.

Application

This unit describes the skills and knowledge needed to identify core skill demands in nationally recognised training products, and in workplace, learning and assessment context tasks and texts. It involves comparing those identified demands with the core skills of learners and candidates in vocational training and assessment and providing integrated core skill support to address the identified gaps.

The unit applies to vocational education and training (VET) teachers, trainers and assessors who use a range of technical and training competencies to integrate awareness of core skill requirements into their training and assessment. The core skills are described by current authorised Australian foundation skill frameworks. They include digital literacy, learning, reading, writing, oral communication, and numeracy skills.

This unit does not include the skills and knowledge required to provide specialist support or the competencies used by experienced VET teachers, trainers and assessors to lead the development of foundation skills support.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Foundation skills 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. Identify core skill	1.1 Access nationally recognised training products and identify

ELEMENTS	PERFORMANCE CRITERIA
demands	their core skill demands 1.2 Identify core skill demands essential to the workplace context and workplace performance 1.3 Identify core skills required by the learning and assessment processes
2. Identify learner and candidate core skill needs	2.1 Access core skill assessment results according to organisational procedures 2.2 Compare core skill assessment results with identified core skill demands to determine gaps 2.3 Identify core skill gaps beyond scope of own role and refer to suitable support according to regulatory requirements and organisational procedures
3. Integrate core skill support	3.1 Select and customise training strategies and learning resources to address core skill gaps within scope of own job role 3.2 Integrate and implement vocational and core skill development into training facilitation practices according to legislative and regulatory requirements 3.3 Monitor and adjust training facilitation practices to support learner participation and progress 3.4 Determine and implement assessment strategies appropriate to core skill requirements and candidate cohort
4. Review effectiveness of integrated core skill support	4.1 Seek learner feedback on integrated core skill support during training according to organisational procedures 4.2 Seek candidate feedback on core skill support during assessment according to organisational procedures 4.3 Analyse own performance and identify opportunities for improvements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	Interprets information including nationally recognised training products, organisational procedures, training and assessment

Skill	Description
	strategies, learning resources and assessment resources
Writing	• Customises learning materials to integrate core skill support
Oral communication	• Uses language and structure appropriate to audience and context to provide clear instructions
Numeracy	• Interprets core skill assessment results
Initiative and enterprise	• Acts proactively and demonstrates flexibility in responding to learner needs • Maintains a safe, positive and supportive learning environment

Unit Mapping Information

Supersedes and is not equivalent to TAELLN411 Address adult language, literacy and numeracy skills.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAELLN421 Integrate core skills support into training and assessment

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Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- integrate core skill support into vocational training and assessment during:
 - at least 2 training sessions
 - at least 2 assessment events.

In the course of the above, the individual must:

- identify core skill demands of nationally recognised training products, workplace tasks and texts, learning tasks and texts, and assessment tasks and texts
- identify those learners and candidates in need of core skill support
- customise at least one learning resource to address core skill gaps
- refer at least 2 learners or candidates with core skill support needs beyond scope of own role for support according to organisational procedures.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and VET regulatory requirements relating to integrating core skills support into training and assessment
- organisational procedures relating to:
 - integrating vocational and core skill development
 - identifying and providing learner support
 - identifying and providing candidate support
 - referring learners and candidates for support

- gathering feedback on support provided
- basic overview of core skill levels of the Australian adult population and of vocational education and training (VET) learners, including summary outcomes from most recent Survey of Adult Skills (PIAAC)
- basic overview of the nature, purpose and structure of current authorised Australian frameworks used to analyse the core skill demands of training products and levels of learners and candidates
- overview of core skill demands in the workplace that relate to the nationally recognised training products described in the performance evidence
- benefits of integrated vocational and core skill training for all individuals
- strategies for identifying core skill demands in nationally recognised training products, workplace tasks and texts, learning tasks and texts and assessment tasks and texts, including:
 - what individuals need to read
 - what individuals need to write
 - what individuals need to listen to and say
 - whether individuals are prepared for learning
 - what numerical information individuals need to use, read, write, listen to and say
 - what technological and digital tools, devices, software and electronic applications individuals need to use
- responsibilities and limitations of own job role and practice in relation to providing core skills support in training and assessment
- mechanisms to evaluate effectiveness of integrated core skill support.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- information about learner and candidate core skill levels
- texts and tasks specific to the workplace, learning and assessment contexts described in the performance evidence
- learners and candidates.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks and performance features of the level being assessed, and
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of core skills, and

- have completed the following or equivalent:
 - TAELLN511 Lead the development of adult literacy skills, or
 - TAELLN501 Support the development of adult language, literacy and numeracy skills (or previous versions), or
 - a higher-level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

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