



Australian Government

TAELLN423 Integrate employability skills support into training and assessment

Release: 1

TAE LLN423 Integrate employability skills support into training and assessment

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 TAE LLN413 Integrate foundation skills into vocational training delivery.

Application

This unit describes the skills and knowledge needed to identify employability skill demands in nationally recognised training products, and in related workplace, learning and assessment context tasks and texts. It involves comparing those identified demands with the employability skills of vocational learners and candidates and providing integrated employability skill support to address the 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 employability skill requirements into the training and assessment. The employability skills are described by current authorised Australian foundation skill frameworks. They include skills such as initiative and enterprise, planning and organising, problem solving, self-management, and teamwork.

This unit does not include the competencies used by experienced VET teachers, trainers and assessors to lead the development of employability skill 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	1.1 Access nationally recognised training products and analyse

ELEMENTS	PERFORMANCE CRITERIA
employability skill demands	their employability skill demands 1.2 Identify employability skill demands essential to the workplace context and workplace performance 1.3 Identify employability skills required by the learning and assessment processes
2. Identify learner and candidate employability skill support needs	2.1 Access information about the employability skills of learners and candidates 2.2 Compare required employability skills with identified employability skill levels to determine gaps 2.3 Identify employability skill gaps beyond scope of own role and refer to suitable support according to regulatory requirements and organisational procedures
3. Integrate employability skill support	3.1 Select and customise training strategies and learning resources to address employability skill gaps 3.2 Integrate and implement vocational and employability 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 employability skill requirements and candidate cohort
4. Review effectiveness of integrated employability skill support	4.1 Seek learner feedback on integrated employability skill support during training according to organisational procedures 4.2 Seek candidate feedback on employability 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
Oral communication	• Uses language and structure appropriate to audience and context to provide clear instructions
Initiative and enterprise	• Acts proactively and demonstrates flexibility in responding to learner needs • Maintains safe, positive and supportive learning environment

Unit Mapping Information

Supersedes and is not equivalent to TAELLN413 Integrate foundation skills into vocational training delivery.

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 TAELLN423 Integrate employability 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 employability 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 the employability skill demands of nationally recognised training products, workplace tasks, learning tasks and assessment tasks
- identify those learners and candidates in need of employability skill support
- refer at least 1 learner or candidate with employability skill gaps 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:

- vocational education and training requirements (VET) regulatory requirements relating to integrating employability skill support into training and assessment
- organisational procedures relating to:
 - integrating vocational and employability skill development
 - identifying and providing learner support
 - identifying and providing candidate support
 - referring learners and candidates for support
 - gathering feedback on support provided

- nature and scope of employability skill demands in the workplace
- structure and overarching content and levels of current authorised Australian frameworks used to analyse the employability skill demands of training products and levels of learners and candidates
- overview of employability skill demands that relate to the nationally recognised training products described in the performance evidence
- benefits of integrated vocational and employability skill training for all individuals
- strategies for identifying employability skill demands essential to the workplace context and workplace performance of the training and assessment described in performance evidence, including in:
 - nationally recognised training products
 - workplace tasks and texts
 - learning tasks and texts
 - assessment tasks and texts
- responsibilities and limitations of own job role and practice in relation to employability skill support in training and assessment
- mechanisms to evaluate effectiveness of integrated employability 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 employability skill levels
- 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 employability skills, and
- have completed the following or equivalent:
 - TAEELN511 Lead the development of adult literacy skills, or
 - TAEELN501 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.

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