



Australian Government

TAELLN501 Support the development of adult language, literacy and numeracy skills

Release: 2

TAELLN501 Support the development of adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor updates to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to support adult learners to extend their language, literacy and numeracy skills within a workplace or community context. It requires a sound knowledge of the Australian Core Skills Framework (ACSF) and skills to extend own practice, and the practice of others.

This unit applies to experienced trainers who provide leadership or guidance to others, and who deal with the language, literacy and numeracy (LLN) needs of learners for a Registered Training Organisation (RTO).

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

ELEMENT	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 the purpose and context for LLN development	1.1 Analyse the LLN requirements of the training specification or learning situation, using the ACSF 1.2 Analyse the LLN requirements of the training context
2. Determine learners'	2.1 Identify each learner's LLN background

ELEMENT	PERFORMANCE CRITERIA
LLN skill level	2.2 Identify factors or potential barriers that may affect the learner's development of LLN skills 2.3 Determine the learner's existing LLN skill level, using relevant tools and other approaches, including validated ACSF assessment tasks
3. Design and apply strategies to develop LLN skills	3.1 Analyse the learner's strengths and needs, using the ACSF 3.2 Examine a range of strategies to develop reading, writing, speaking, listening and numeracy skills 3.3 Design training and assessment to build LLN skills, utilising the ACSF to describe the approach 3.4 Access relevant LLN resources 3.5 Modify resources to meet LLN needs, and in relation to context 3.6 Implement the program
4. Review strategies	4.1 Monitor learner progress 4.2 Seek support and feedback from colleagues, and LLN specialists, whenever required 4.3 Review strategies in terms of their effectiveness and the feedback received
5. Develop and extend own and others' LLN practice	5.1 Access, read and analyse current research on adult LLN practice and incorporate knowledge into practice 5.2 Source and access opportunities, to extend own and others' practice 5.3 Propose and implement improvements to LLN practice 5.4 Provide assistance and advice to less experienced trainers, and assessors in relation to LLN practice

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
Reading	1.1, 1.2, 2.1, 2.3,	Sources, analyses and interprets, written and numerical

	3.1, 3.2, 3.5, 3.6, 4.1, 4.3	information to identify relevance
Writing	2.3, 3.3, 3.6, 4.1, 4.3	Develops and maintains accurate documentation using language appropriate to the audience and context, including learning and assessment materials
Oral Communication	2.1, 2.2, 2.3, 4.1	Leads verbal exchanges using appropriate techniques to effectively provide and elicit information, and to facilitate learning
Numeracy	1.1, 1.2, 2.1, 2.3, 3.6, 4.1	Interprets and explains numerical information to inform numeracy skill assessment, and strategy development
Interact with others	3.3, 4.2	Collaborates, seeks feedback and shares knowledge, and experience, with others to confirm understanding and to develop improved practice
Get the work done	1.1, 1.2, 2.1-2.3, 3.1-3.6, 4.1-4.3	- Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes - Identifies and responds to problems and opportunities for improvement, and considers options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAELLN501 Support the development of adult language, literacy and numeracy skills	TAELLN501 B Support the development of adult language, literacy and numeracy skills	Updated to meet Standards for Training Packages	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 LLN501 Support the development of adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor updates to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- determining language, literacy and numeracy (LLN) levels using validated tools, including those based on the Australian Core Skills Framework (ACSF), for at least 5 learners
- determining the requirements of training, based on the ACSF
- planning training and assessment that incorporates LLN support strategies relevant to at least two different learners, or groups of learners, in response the ACSF assessment and learners' goals
- reviewing own strategy, and strategies of others, used to support LLN
- leading others to extend practice.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the current function of LLN skills in Australian society, including how LLN skills impact on an individual's participation in work, education and the community
- LLN competence in Australia, according to recent research, such as surveys conducted by the Australian Bureau of Statistics
- the ACSF and how it can be used to describe the LLN requirements integral to vocational competence
- using the ACSF to design training and assessment programs appropriate to learner needs
- a variety of strategies and resources used to build LLN skills appropriate to vocational work

- how context affects language use, including:
 - how the choice of linguistic style is affected by roles and relationships
 - how levels of formality are affected by factors such as age, role and ethnicity
 - how meaning making relies on linking to context
 - how people may be more proficient in some contexts and less in others
- the variety of ways texts can be approached, depending on purpose of reader, for example skimming, scanning and critical analysis
- numeracy and language knowledge to the level of the numeracy and language being taught.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the language, literacy and numeracy practice field of work, and include access to the necessary assessment tools and assessment resources to:

- guide the evidence collection process
- provide guidance to the qualified assessor regarding any adjustments to the assessment tools.

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

Links

Companion Volume implementation guides are found in VETNet -

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