



**Australian Government**

# **Assessment Requirements for TAELLN512 Lead the development of adult numeracy skills**

**Release: 1**

## Assessment Requirements for TAELLN512 Lead the development of adult numeracy skills

### Modification History

| Release   | Comments                                                                                                         |
|-----------|------------------------------------------------------------------------------------------------------------------|
| Release 1 | This version first released with TAE Training and Education Training Package Version 5.0.<br>Newly created unit. |

### 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:

- lead the development of adult numeracy skills by providing advice to at least 3 vocational education and training (VET) teachers, trainers or assessors.
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In the course of the above, the individual must:

- analyse and provide advice on the digital literacy, learning and numeracy skill demands of workplace, learning and assessment context texts and tasks for at least 3 learners
- assess, analyse and provide advice on the digital literacy, learning and numeracy skill levels of each of the above learners
- develop, review and provide advice on training and assessment strategies that address digital literacy, learning and numeracy skill gaps for the each of the above learners
- research, access, review, modify and provide advice on learning and assessment resources that address digital literacy, learning and numeracy skill gaps for the each of the above learners
- participate in 2 different professional development activities to extend own practice in supporting adult numeracy development.

### 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:

- current function of digital literacy, learning and numeracy skills in Australian society, including how those skills impact on an individual's participation in work, training and community contexts

- current digital literacy, learning and numeracy skill competence in Australian adults and youth in authoritative research and surveys, including in VET and in relation to numeracy skill competence
- features and components of current authorised Australian foundation skill frameworks that describe adult numeracy skills, and how they can be used to describe the digital literacy, learning, and numeracy skill requirements integral to vocational competence
- uses of current authorised Australian foundation skill frameworks that describe adult numeracy skills in the design of training and assessment strategies and development of learning and assessment resources appropriate to learner and candidate digital literacy, learning, and numeracy gaps
- features of validated digital literacy, learning and numeracy assessment tasks and the validation process
- prevalence of maths anxiety in society, how maths anxiety negatively impacts numeracy participation and skill development, and strategies for identifying and working with adults with maths anxiety
- strategies and resources used to build digital literacy, learning and numeracy skills required by the work context, including:
  - use and role of digital technology to underpin numeracy development:
    - use and application of tools and devices used in the workplace
    - use and application of software applications in the workplace
- relationship between numeracy, mathematics, literacy and problem solving, including:
  - how numeracy and mathematics are related, and interdependent in work, education and the community participation
  - how numeracy and literacy are related, and interdependent, in work, education and the community participation
  - how numeracy skill development is related to literacy skills
  - how the difficulty of a numeracy task can be related to a combination of mathematical and literacy demands
  - how the difficulty of a numeracy task can be related to a combination of mathematical and problem-solving processes, including estimating and reflecting
- effect of context on numeracy skill use, including:
  - how levels of formality of mathematical language and symbols are affected by variables including 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
- strategies for approaching numeracy tasks and their relationship to the purpose of using and applying mathematics
- types of professional development activities that can be used to extend own practice in supporting adult numeracy practice.

## 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:

- VET teachers, trainers and assessors.

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
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of numeracy skills, and
- have achieved the following or equivalent:
  - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
  - higher education qualifications relating to numeracy skills development in adult education or vocational education.

## Links

Companion Volume Implementation Guide is found on VETNet -

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