



Australian Government

Assessment Requirements for TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills

Release: 1

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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:

- design a program to develop language, literacy and numeracy skills, including preparing at least 3 session plans appropriate to delivery context – each of the three areas, language, literacy and numeracy, must be covered by a session plan
- evaluate, select and contextualise adult language, literacy and numeracy teaching strategies appropriate to learner needs and delivery context
- source and use authentic print, media and electronic texts appropriate to the needs of the learner
- deliver adult language, literacy and numeracy teaching strategies to at least 3 learners for a period of up to one hour each
- develop and use formative assessment processes to monitor learning, make adjustments to program and provide feedback to learners
- develop at least 3 summative assessment tools as part of an assessment plan for English LLN learners consistent with training specification and appropriate to learner needs
- conduct and record assessments for at least six individual learners
- maintain learning and assessment records and prepare reports to meet needs of stakeholders
- evaluate learning program and teaching and assessment strategies, and make changes as necessary.

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:

- identify the frameworks and stakeholders that affect the way that LLN programs operate in a particular VET environment

- outline how legal, organisational and ethical requirements can be addressed within the design and development of a learning plan
- identify options, guidance and relevant services that can be provided to learners who need additional support to address barriers to skill development
- outline how theoretical understandings of skill development inform the selection and sequencing of teaching activities
- explain how current thinking on aspects of learning and assessment of adult English language, literacy and numeracy influence the adaption of teaching and assessment strategies used with specific learners
- outline strategies used to gather student and peer feedback on teaching and assessment and how feedback can be used to inform program review.

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:

- opportunities to participate in practical exercises and projects
- appropriate training specifications
- appropriate adult literacy and numeracy teaching resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

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