



Australian Government

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

Release: 1

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

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to plan, develop, monitor, and assess adult language, literacy and numeracy skills at different levels and in vocational education and training (VET) contexts. It also includes the performance outcomes, skills and knowledge required to evaluate delivery.

It applies to those who deliver adult language, literacy and numeracy skills provision, including:

- stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP)
- workplace courses, such as the Workplace English Language and Literacy (WELL) program
- those delivering in vocational and community-based settings.

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

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. Plan to develop adult language, literacy and numeracy skills	1.1 Analyse training specifications 1.2 Analyse initial assessments to establish learner profiles 1.3 Ensure legal, organisational and ethical requirements of

	delivery and assessment are met 1.4 Plan delivery program with relevant stakeholders 1.5 Plan evaluation strategy with relevant stakeholders
2. Plan delivery within relevant frameworks	2.1 Prepare session plans to ensure coverage of skills and knowledge outcomes of training specification according to relevant frameworks 2.2 Select content appropriate to learners' needs, interests and goals, and reflecting learning context 2.3 Confirm content of activities with others to ensure learning goals are addressed 2.4 Choose and sequence teaching activities to reflect theoretical understandings of skill development 2.5 Construct frequent and varied opportunities for learners to demonstrate achievement of skills 2.6 Select wide range of print, media and electronic text appropriate to learner purposes
3. Select and apply adult language, literacy and numeracy teaching strategies appropriate to context	3.1 Evaluate teaching strategies to determine those most appropriate for the specific learners, learning styles, groups and learning context 3.2 Contextualise strategies to teach adult literacy and numeracy skills to meet learner needs 3.3 Use knowledge of language, literacy and numeracy skill development to facilitate learning 3.4 Establish productive relationships with learners using interpersonal skills
4. Monitor adult language, literacy and numeracy skill development	4.1 Use formative assessment to monitor learner progress and modify course design 4.2 Identify perceived barriers to skill development and address them where possible 4.3 Provide guidance to learners about other options and relevant services when appropriate 4.4 Maintain records of individual learners' progress as the basis of reporting
5. Design and implement assessment processes	5.1 Ensure assessment processes are consistent with training specification requirements 5.2 Develop assessment tools consistent with training specification requirements 5.3 Conduct assessment, making reasonable adjustments

	appropriate to learner needs 5.4 Provide feedback to learners to facilitate continuous improvement 5.5 Maintain records of assessment decisions 5.6 Map learner outcomes to reporting instruments and complete reports
6. Evaluate program	6.1 Collect feedback on assessment process from relevant parties 6.2 Review program in light of evidence and make changes as necessary

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, 1.3, 2.2, 2.6, 5.1, 5.6	Sources, analyses and interprets complex technical and academic textual information presented in a variety of formats
Writing	1.4, 1.5, 2.1, 2.5, 3.2, 4.4, 5.2, 5.5, 5.6	- Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audiences - Develops written learning materials for learners specific to context and/or needs
Oral Communication	1.4, 1.5, 2.3, 3.3, 3.4, 4.3, 5.4, 6.1	Selects appropriate and engaging vocabulary and questioning and listening techniques, adjusting language, tone and pace to maintain effectiveness of interaction
Numeracy	1.1, 1.2, 2.2, 2.4, 2.5, 2.6, 3.3, 4.2, 5.2	Analyses information to identify numeracy concepts for incorporation into training where relevant
Navigate the world of work	1.3, 5.1, 5.2	Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.4, 1.5, 2.3, 3.3, 3.4, 4.2, 4.3, 5.4,	Actively seeks to understand the values, beliefs, knowledge, understandings and

	6.1	perspectives that others bring to the work context • Uses a range of strategies to establish a sense of connection and build rapport
Get the work done	1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.4, 5.2, 5.3, 5.5, 5.6, 6.1, 6.2	• Plans, implements and monitors systems and processes • Reflects on decision making processes for particular contexts and the potential implications for future situations • Selects and uses digital technologies and applications to meet current needs

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills	TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills	Updated to meet Standards for Training Packages	E

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 LLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills

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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

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