



Australian Government

TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills

Release: 1

TAELLN805 Design and conduct pre-training assessment 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 design and implement a process to assess the language, literacy and numeracy skills of prospective adult learners.

The unit prepares a practitioner to carry out initial assessments in workplace, training organisation and community contexts, and to maintain knowledge of current provision and requirements in the vocational education and training (VET) sector.

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. Design a pre-training assessment process to analyse adult language, literacy and numeracy skills	1.1 Design assessment process based on a validated assessment framework 1.2 Contextualise assessment process within organisational, policy and legislative framework and program funding profile 1.3 Create pre-training assessment kit that provides opportunity for candidates to demonstrate their range of language, literacy and numeracy skills 1.4 Select location for the assessment that meets the needs of candidate and assessor
2. Conduct the	2.1 Clarify assessment process with candidate, including

assessment	context and purpose 2.2 Note and record conditions of assessment 2.3 Tailor assessment process to meet individual needs of candidate, particular context and requirements of assessment 2.4 Select and use questioning and self-assessment strategies to assess oral communication and learning 2.5 Select and use range of reading and writing tasks for assessment purposes 2.6 Select and use range of numeracy tasks for assessment purposes
3. Analyse data to establish candidate's language, literacy and numeracy skills	3.1 Compare responses to interview questions with benchmarks in relevant frameworks to analyse oral communication and learning 3.2 Compare responses to reading material with text features and performance strategies to analyse reading skills 3.3 Compare samples of candidate's writing with text features and performance strategies to analyse writing skills 3.4 Compare responses to numeracy tasks with numeracy features and performance strategies to analyse numeracy skills
4. Provide effective advice on suitable program options	4.1 Provide feedback to candidate on assessment outcomes emphasising strengths and positive strategies 4.2 Apply current knowledge of VET provision in discussions with candidate 4.3 Apply current knowledge of options suiting specific needs of candidate when discussing future options for skill development
5. Report outcome of assessment	5.1 Maintain records of assessment process, evidence collected and outcome according to policies and procedures of the training organisation and/or funding body 5.2 Report outcome of assessment process to relevant parties in required format and manner and in line with confidentiality requirements
6. Evaluate the assessment process	6.1 Collect feedback on the pre-training assessment process from relevant parties 6.2 Improve assessment processes in response to evaluation

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, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Sources, analyses and interprets information presented in a variety of formats
Writing	1.1, 1.2, 1.3, 2.2, 2.3, 5.1, 5.2	Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audiences
Oral Communication	2.1, 2.4, 4.1, 4.2, 4.3, 6.1	Leads verbal exchanges using appropriate vocabulary, questioning and listening techniques, adjusting language, tone and pace to suit the audience
Numeracy	1.1, 1.3, 2.6, 3.4	Analyses information to identify numeracy concepts for incorporation into assessment processes
Navigate the world of work	1.2, 5.1, 5.2	Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.3, 1.4, 2.1, 2.4, 4.1, 4.2, 4.3, 6.1	- Uses a range of strategies to establish a sense of connection, and to build and maintain engagement, rapport and understanding - Recognises the differences in the needs of candidates and makes adjustments to communication in recognition of these differences
Get the work done	1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 6.1, 6.2	- Accepts responsibility for planning, developing and maintaining systems, processes and resources - Gathers and analyses data and seeks feedback to improve systems and processes - Makes decisions about appropriate processes taking into account the needs, values and beliefs of individuals

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills	TAELLN705A Design and conduct pre-training assessment 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 TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills

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Performance Evidence

Evidence of the ability to:

- design and develop a pre-training assessment process that includes sufficient tasks, contextualised to the needs of the learner group, to assess the five Australian Core Skills Framework (ACSF) core skills across a minimum of 3 ACSF levels, and is informed by:
 - organisational, policy and legislative framework and program funding profiles
 - delivery context
 - learner profiles
- conduct a pre-training assessment, ensuring that the candidate is clear about the context and purpose of assessment
- analyse assessment outcome evidence of the learner's skills through comparison with selected benchmarks
- provide feedback to candidates about their assessment outcomes and their future options for language, literacy and numeracy skill development
- develop and use templates to record assessment process and outcomes and any information required to fulfil policies and procedures of the training organisation or funding body
- collect feedback from relevant parties on the assessment process and document changes made as a result.

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:

- explain how social, psychological, physical and cultural factors; codes of practice and national standards; and features of the delivery context are taken into account in the design of a pre-training assessment process

- explain how variables the following variables interact to determine the level of difficulty of language, literacy and numeracy tasks:
 - familiarity of context
 - length and complexity of text language and structure
 - degree of inference the reader is required to make or how explicit a text is
 - extent of support required to respond to a text
- explain the range of provision in the VET sector available to meet candidate learning needs.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- Training Package unit or other relevant standard
- recording or reporting forms
- special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

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