



Australian Government

Assessment Requirements for TAELLN806 Lead the delivery of adult language, literacy and numeracy support services

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:

- develop a profile of the language, literacy and numeracy requirements of a vocational context based on analysis of training specifications, workplace practices and training demands
- develop a profile of potential participants and an individual analysis of at least 3 learners' language, literacy and numeracy skills in relation to vocational requirements
- develop a language, literacy and numeracy support strategy that details:
 - strategies for collaborating with vocational content experts
 - a description of the LLN specialist role in the program
 - selected support strategies and modes of training to meet the needs of the learner group
 - processes for monitoring training and gathering assessment evidence
- select and apply strategies to teach features of spoken and written text, terminology and language, and mathematical concepts relevant to the vocational context
- share knowledge about addressing LLN issues within vocational training with VET colleagues
- record and report outcomes of training and assessment in line with organisational and funding body requirements
- collaborate with others in the VET context to review and modify the support services.

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 the diverse needs and learning profiles of those participating in vocational training programs impact on the design of support services and strategies

- identify the language, reading, writing and numeracy requirements relevant to an industry or vocational area that impact on decisions about the design of support services, incorporating:
 - identification and teaching of underpinning skills
 - customisation of learning materials, methods and strategies
 - teaching of vocationally relevant terminology
- explain how different modes of instruction can be used to provide language, literacy and numeracy support services within a vocational training context to meet the needs of a particular learner group
- identify strategies for building collaborative working relationships with VET colleagues that result in shared goals and outcomes.

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
- resources appropriate to language, literacy and numeracy delivery in vocational contexts
- relevant documents, special purpose tools, equipment, materials and industry software packages.

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>