



Australian Government

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> .

Application

This unit describes the skills and knowledge required to devise and provide adult language, literacy and numeracy (LLN) support services in a training organisation. It applies to those who devise a range of strategies to develop adult language, literacy and numeracy skills in learners enrolled in vocational education and training (VET) in a training organisation where the vocational course is the major focus.

Individuals in this role work collaboratively with a team of VET colleagues and contribute educational leadership in developing adult language, literacy and numeracy skills within the context of vocational courses. They may work alongside VET colleagues by directly teaching individuals and small groups, developing resources and support materials, and designing and delivering self-access materials. This requires them to apply knowledge of the terminology, language styles, writing conventions, and underpinning skill and knowledge requirements of the technical areas in which the support services are offered, as well as of the wider VET environment.

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. Research language, literacy and numeracy demands of vocational training context	1.1 Identify the need for support services through consultation with relevant parties 1.2 Analyse training specification outcomes to identify language, literacy and numeracy skills required for successful

	performance 1.3 Analyse learner and assessment materials to identify language, literacy and numeracy required for successful performance 1.4 Analyse training and assessment processes in terms of language, literacy and numeracy demands on learners 1.5 Analyse workplace practices to determine language, literacy and numeracy skills required
2. Analyse individual's language, literacy and numeracy skills	2.1 Develop profile of potential participants 2.2 Identify language, literacy and numeracy skills of potential participants 2.3 Make diagnostic judgements about individual's language, literacy and numeracy skills in relation to vocational requirements
3. Develop a language, literacy and numeracy support strategy for vocational training	3.1 Plan most appropriate mode(s) of training 3.2 Plan instructional sequence that links to identified language, literacy and numeracy training needs 3.3 Plan training arrangements 3.4 Undertake joint planning when working with content experts to integrate language, literacy and numeracy with teaching and assessment activities 3.5 Seek advice on technical matters from others in the VET environment when required 3.6 Confirm own role and responsibilities in training and assessment context with relevant parties 3.7 Confirm stages and processes for gathering evidence for assessment, and monitoring and evaluating training with relevant parties
4. Select and apply a range of teaching strategies to develop language, literacy and numeracy skills relevant to vocational context	4.1 Evaluate teaching strategies to determine those most appropriate for individual learners in a particular vocational context 4.2 Apply strategies to interpret, explain and produce features of spoken and written English texts used within a vocational context 4.3 Teach terminology and language of the industry and workplace 4.4 Apply strategies to interpret and teach mathematical features 4.5 Work with VET colleagues to develop their approach to

	addressing language, literacy and numeracy issues within their training
5. Participate in assessment processes	5.1 Make assessment arrangements consistent with quality compliance processes 5.2 Provide advice to vocational trainers and assessors about addressing language, literacy and numeracy issues within assessment 5.3 Complete reports as required by relevant bodies
6. Evaluate support services	6.1 Review the support services in collaboration with others 6.2 Modify the support services in line with recommendations from the review

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
Learning	3.5, 3.6, 4.3, 4.5	Supports own skill and knowledge development by leading work groups/teams
Reading	1.2, 1.3, 1.4, 1.5	Sources, analyses and interprets information presented in a variety of formats
Writing	2.1, 4.2, 5.3	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	1.1, 2.2, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 5.2, 6.1	Leads verbal exchanges using appropriate vocabulary, questioning and listening techniques, adjusting language, tone and pace to suit the audience
Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 4.4	Analyses information to identify numeracy concepts for incorporation into LLN support strategies
Navigate the world of work	1.1, 3.6, 5.1, 5.3	Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements relevant to

		own role
Interact with others	1.1, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5, 5.2, 6.1	- Cooperates with others and contributes to work practices that achieve joint outcomes - Identifies and addresses areas of need, monitoring progress by observing the actions of others and seeking explicit feedback - Plays a lead role in facilitating effective group interaction encouraging sharing of strategies and solutions
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1, 6.1, 6.2	- Accepts responsibility for planning, developing and maintaining systems, strategies and processes - Gathers and analyses data and seeks feedback to improve systems and processes - Applies problem solving processes and makes decisions about appropriate strategies based on systematic analysis of evidence

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN806 Lead the delivery of adult language, literacy and numeracy support services	TAELLN706A Lead the delivery of adult language, literacy and numeracy support services	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 TAELLN806 Lead the delivery of adult language, literacy and numeracy support services

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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

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