



Australian Government

**Assessment Requirements for TAELLN813
Formulate workplace strategy for adult
language, literacy and numeracy skill
development**

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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:

- analyse company background information and consult with company stakeholders at all levels to identify broad issues for training arising from key drivers of change impacting on the organisation
- profile industry and company workforce and identify implications for English language, literacy and numeracy training
- analyse training specifications and company communication systems and processes to identify the English language, literacy and numeracy demands of the workplace
- lead the development of a language, literacy and numeracy skill development plan for a specific workplace, working closely with company, workplace and training provider stakeholders
- design a pre-training assessment process contextualised for a specific workplace environment to assess the language, literacy and numeracy skills of potential program participants against the Australian Core Skills Framework (ACSF)
- refine training delivery plan to maximise participation by identified program participants and liaise with relevant workplace representatives to make arrangements for worker participation
- develop and implement a communication strategy to keep all stakeholders informed and engaged throughout the skill development program
- comply with organisational and funding body requirements to implement a language, literacy and numeracy skill development program in a workplace
- develop and use an evaluation strategy to review implementation of a workforce skill development plan.

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 cross-cultural issues, confidentiality and attitudinal barriers to adult language, literacy and numeracy skill development impact on the design of workplace-based skill development programs and communication strategies
- identify potential sources of funding for workplace language, literacy and numeracy skill development and note the program parameters and reporting requirements
- explain how workplace language, literacy and numeracy skill development program design is informed by:
 - adult learning, principles
 - applied adult language, literacy and numeracy teaching theories
 - changes in the Australian economic and industrial context that impact workplace LLN requirements
 - workplace agreements and industrial requirements
- outline the role and responsibility of language, literacy and numeracy providers to respond to the individual needs of companies when providing workforce skill development.

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
- workplace and training documentation
- 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>