



Australian Government

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

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 formulate a strategy to deliver language, literacy and numeracy skill development in a workplace. The unit addresses the analysis of industry factors that impact on the English language, literacy and numeracy required of employees. It enables practitioners to design programs that meet the requirements of the Workplace English Language and Literacy (WELL) program.

Individuals undertaking this unit may be required to manage a team of people implementing the workplace adult literacy and numeracy strategy, including monitoring, evaluating and improving performance as required.

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. Analyse company profile	1.1 Identify broad issues for training through consultation with enterprise personnel and workforce representatives 1.2 Analyse company background information 1.3 Identify any key drivers of change impacting on the organisation 1.4 Develop profile of the industry workforce 1.5 Identify any compliance, WHS, performance or quality

	issues that could impact on the effectiveness of the organisation 1.6 Analyse company and workforce profile for language, literacy and numeracy training implications
2. Analyse English language, literacy and numeracy demands of the workplace	2.1 Analyse relevant training specification to identify the levels of language, literacy and numeracy required 2.2 Examine workplace's formal and informal communication systems and practices to identify the level of language, literacy and numeracy required 2.3 Identify funding source for training and note parameters of program focus and reporting
3. Provide leadership in developing language, literacy and numeracy skill development plan	3.1 Design most appropriate mode(s) of training and assessment, given participant profile and workplace operations 3.2 Design most appropriate program, based on application of conceptual frameworks underpinning adult language, literacy and numeracy teaching in vocational education and training (VET) 3.3 Develop a language, literacy and numeracy skill development plan for approval by representatives of the training organisation, company or workplace, and the workforce 3.4 Develop an evaluation strategy to enable ongoing monitoring of the language, literacy and numeracy skill development plan 3.5 Develop a communication strategy to ensure stakeholders are informed of process, programs, changes and outcomes
4. Identify program participants	4.1 Design criteria and processes for selection of participants 4.2 Ensure processes comply with the industrial arrangements of the workplace and funding body requirements 4.3 Design a pre-training assessment process relevant to needs of learners and reporting requirements 4.4 Assess the literacy and numeracy skills of potential program participants 4.5 Develop a profile of potential participants for training purposes 4.6 Refine training delivery plan to enable maximum participation 4.7 Liaise with others in the workplace impacted by the training
5. Implement and review the language,	5.1 Make arrangements for the delivery of skills development

literacy and numeracy skill development plan	that meets learner and workplace requirements 5.2 Implement the evaluation strategy of skill development plan 5.3 Review the implementation of the language, literacy and numeracy skill development plan periodically and make modifications when required
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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	1.1, 3.1, 4.7	Uses interaction with stakeholders to build own knowledge of industry and workplace requirements
Reading	1.2, 2.1, 2.2, 2.3, 4.2, 4.4, 5.3	Sources, analyses and interprets information presented in a variety of formats in order to identify industry needs, funding options and program requirements
Writing	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 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, 4.4, 4.7	Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding, explore client requirements and describe research findings and recommendations effectively and with influence
Numeracy	1.6, 4.4, 4.6	Interprets numerical information to inform numeracy skill assessment and strategy development
Navigate the world of work	2.3, 4.2	Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements relevant to own role
Interact with others	1.1, 3.5, 4.7	Selects and uses appropriate conventions and protocols when communicating with a

		range of stakeholders including employers, union representatives, workforce representatives and management - 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 negotiating solutions - Adapts personal communication style in order to negotiate effective outcomes
Get the work done	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 4.5, 4.6, 5.2, 5.3	- Accepts full responsibility for planning, developing and maintaining systems, strategies and processes - Gathers and analyses data and seeks feedback to improve systems and processes - Anticipates potential problems and plans strategies to avoid problems eventuating

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development	TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development	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 TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development

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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

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