



Australian Government

TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program

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 research, analyse, develop, lead and implement a strategy to support adult language, literacy and numeracy (LLN) skill development in a community program.

It applies to adult language, literacy and numeracy practitioners who support the programs offered by community organisations by identifying underpinning skills needed for successful completion of courses, developing strategies to support course delivery, identifying language, literacy and numeracy barriers to participation, and developing strategies to assist individuals to achieve their personal goals through building their underpinning skills.

Community programs may seek to create awareness of a community or personal issue, such as health literacy or financial literacy, and to change behaviour in relation to it. Community programs may also teach skill development in non-vocational areas, such as basic computing, personal budgeting or cooking.

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. Clarify purpose for involvement	1.1 Identify the goals of the community program through consultation with relevant personnel 1.2 Clarify purpose for and role of adult language, literacy and numeracy practitioner involvement with community program

	personnel 1.3 Identify funding source and note parameters of program focus 1.4 Identify evaluation and reporting requirements
2. Analyse language, literacy and numeracy requirements of community program	2.1 Identify intended target group in consultation with program managers 2.2 Analyse the program goals to identify areas where language, literacy and numeracy issues may prevent the achievement of program goals
3. Provide leadership in designing language, literacy and numeracy support for the program	3.1 Design the most appropriate strategy for addressing the required language, literacy and numeracy issues based on theoretical understandings, the profile of the target group and the program goals 3.2 Recommend the most appropriate strategy, given the profile of the target group and the program goals, and confirm support from community program personnel 3.3 Develop an evaluation strategy to enable ongoing monitoring of the language, literacy and numeracy component
4. Implement support for the program	4.1 Work with community program personnel to implement the LLN component of the program 4.2 Identify and source resources to support LLN components of the program 4.3 Meet reporting requirements of stakeholder groups
5. Develop and implement a communication strategy	5.1 Analyse possible barriers to communication with the target group 5.2 Identify communication methods and approaches, at an appropriate language and literacy level, that are suitable for use with the target group 5.3 Monitor communication processes used throughout the program to ensure consistency of communication with the target group
6. Review the language, literacy and numeracy component of the program	6.1 Implement the evaluation strategy 6.2 Periodically review the implementation of the language, literacy and numeracy support for the community program and make modifications when required 6.3 Review program outcomes for target group

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	1.3, 1.4, 2.2, 6.2, 6.3	Sources, analyses and interprets information presented in a variety of formats in order to identify program options and requirements
Writing	3.1, 3.3, 4.3, 6.2	Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audience
Oral Communication	1.1, 1.2, 2.1, 3.2, 4.1, 5.1, 5.3, 6.2	Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding, seek feedback and make recommendations effectively and with influence
Numeracy	1.4, 4.2	Interprets numerical information to inform numeracy strategy and resource development
Interact with others	1.1, 1.2, 3.2, 3.3, 4.1, 5.1, 5.3, 6.2	- Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders - Actively builds rapport with others as an integral part of all interactions
Get the work done	1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1	- Accepts full responsibility for planning, developing and reviewing strategies to achieve program goals, and for identifying and meeting reporting requirements - Recognises opportunities to develop new or improved strategies to meet the needs of clients - Gathers and analyses data and seeks feedback to improve systems and processes

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program	TAELLN805A Formulate strategy for adult language, literacy and numeracy skill development in a community program	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 TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program

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Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to identify goals for community program and purpose for adult language, literacy and numeracy practitioner involvement
- identify program funding source, focus and associated evaluation and reporting requirements
- analyse English language, literacy and numeracy requirements of a community program and identify intended participants in consultation with relevant personnel
- lead the design and development of strategies to provide language, literacy and numeracy support for a community program based on the identified program goals and participant needs
- develop and implement a communication strategy that is appropriate for the needs of intended participants
- lead implementation of language, literacy and numeracy support for a community program in collaboration with community program personnel and relevant stakeholders
- identify and source resources to support implementation of the strategy to provide language, literacy and numeracy support for a community program
- develop and use an evaluation strategy to review language, literacy and numeracy support provided to a community program and make modifications where required.

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:

- identify various ways in which language, literacy and numeracy practitioners can support community programs

- describe how population levels of English language, literacy and numeracy in Australia as a whole and within specific population cohorts contribute to the language, literacy and numeracy demands of community and personal activities
- explain how adult learning principles and adult language, literacy and numeracy pedagogies inform community education program design, and the design and implementation of support strategies and communication approaches.

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
- relevant documents, special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

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