



Australian Government

TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources

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 initiate, research, design and develop resources to support adult language, literacy and numeracy learning.

It applies to adult language, literacy and numeracy practitioners initiating, developing and evaluating teaching and learning resources with broad applicability to the vocational education and training (VET) sector. Adult language, literacy and numeracy resources may be developed in a variety of formats, however this unit does not include the technical skills required to develop e-learning and m-learning resources.

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. Confirm need for language, literacy and numeracy resource	1.1 Identify possible need for language, literacy and numeracy resource 1.2 Research the language, literacy and numeracy skills and learning strategies to be developed in the resource 1.3 Examine a range of existing resources to identify effective features or methods for addressing language, literacy and numeracy skills 1.4 Evaluate whether existing resources reflect current language, literacy and numeracy research and theoretical

	understandings of good practice 1.5 Evaluate existing resources for accessibility 1.6 Identify opportunities for contextualising existing resources
2. Establish support for resource development	2.1 Design broad format of resource 2.2 Locate and access funding sources 2.3 Identify suitable stakeholders for a representative consultative group 2.4 Develop effective relationships with relevant experts 2.5 Refine project brief in consultation with stakeholders and relevant experts 2.6 Prepare project plan for sign-off by the representative consultative group
3. Design the adult language, literacy and numeracy resource	3.1 Produce summary of desirable features of resource 3.2 Consider range of design features appropriate to audience 3.3 Agree on best design options with key stakeholders 3.4 Ensure processes comply with relevant policy, legislation, codes of practice and national standards
4. Develop the adult language, literacy and numeracy resource	4.1 Select content appropriate to project brief 4.2 Develop activities to ensure coverage of skills and knowledge 4.3 Reflect theoretical understandings of adult language, literacy and numeracy skill development in the choice and sequencing of content 4.4 Align language, literacy and numeracy content to recognised frameworks to ensure consistent interpretation and delivery 4.5 Seek and review feedback on the draft resource from a wide range of sources and incorporate feedback into the final resource as appropriate
5. Evaluate the resource	5.1 Review design and development process against appropriate evaluation criteria 5.2 Review final product against the brief to ensure it meets all requirements 5.3 Identify a mechanism for ongoing monitoring and responses to feedback

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, 1.5, 2.2, 3.4, 4.1, 4.4, 5.1, 5.2	Sources, analyses and interprets information presented in a variety of formats in order to identify funding options and resource requirements
Writing	2.1, 2.5, 2.6, 3.1, 4.2, 5.1, 5.2	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	2.3, 2.4, 2.5, 3.3, 4.5	Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and seek feedback
Numeracy	1.3, 1.4, 4.1, 4.2, 4.3, 4.4	Adapts own knowledge of numeracy to derive mathematical meaning from a variety of sources, activities or tasks to meet purpose of requirements
Navigate the world of work	1.2, 3.4, 4.3, 4.5, 5.1, 5.2	Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements relevant to own role
Interact with others	2.3, 2.4, 2.5, 3.3, 4.5	- Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders - Builds formal and informal networks to include key people with expert skills, knowledge and/or decision-making power
Get the work done	1.1, 1.2, 1.3, 1.6, 2.1, 2.5, 2.6, 3.1, 4.1, 4.2, 4.5, 5.1, 5.2, 5.3	- Accepts full responsibility for planning, developing and reviewing resources to meet defined goals - Recognises opportunities to develop new or improved resources to meet identified needs - Gathers and analyses data and seeks feedback to improve resources

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources	TAELLN806A Initiate, develop and evaluate adult language, literacy and numeracy resources	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 TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources

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Performance Evidence

Evidence of the ability to:

- identify need for language, literacy and numeracy resource
- evaluate existing language, literacy and numeracy resources to determine their currency, suitability and accessibility for the target audience and identify opportunities for contextualising existing resources
- develop a project brief and plan agreed by stakeholders and consultative group that includes identification of funding sources and relevant experts to include in the development process
- develop a draft and final language, literacy and numeracy resource incorporating:
 - coverage of skills and knowledge identified during the planning process
 - alignment of content against recognised frameworks
 - feedback on draft resource from a wide range of sources
 - agreement on content and design options from key stakeholders
- evaluate the final resource and the development process and identify a mechanism for ongoing monitoring.

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 policy, legislation, codes of practice, national standards and frameworks are taken into account in the design and development of adult language, literacy and numeracy resources
- explain how adult learning principles and theoretical understandings of adult language, literacy and numeracy skill development of various learner cohorts apply to instructional design choices for language, literacy and numeracy resources

- outline research methods that can be used to determine whether existing resources are available and suitable to meet identified needs
- describe how key stakeholders and relevant experts are included in consultative processes to inform the development and review of language, literacy and numeracy resources.

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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