



Australian Government

TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program

Release: 1

TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program

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 design, implement and evaluate an adult language, literacy and numeracy professional development program.

It applies to those involved in the educational leadership of adult language, literacy and numeracy professional development programs.

Adult language, literacy and numeracy professional development programs include those within training organisations or workplace settings, where an experienced adult language, literacy and numeracy practitioner, provides professional development to other practitioners to develop their skills and knowledge in providing language, literacy and numeracy to adult learners.

Professional development programs also occur in community settings, such as in volunteer adult literacy programs.

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. Design an adult language, literacy and numeracy professional development program	1.1 Identify skills and skill development requirements of individuals and teams 1.2 Formulate an adult language, literacy and numeracy professional development program plan in consultation with

	stakeholders 1.3 Design program to reflect social and educational context in which it operates 1.4 Determine most appropriate delivery mode for professional development program 1.5 Design participant selection criteria 1.6 Design and sequence adult language, literacy and numeracy professional development training sessions and professional development activities 1.7 Source and contextualise, or develop, resources to support the professional development program 1.8 Design processes for monitoring and evaluating professional development program
2. Implement and deliver program plan	2.1 Clarify responsibilities of parties involved in adult language, literacy and numeracy professional development program 2.2 Conduct professional development activities as planned in the professional development program 2.3 Use formal and informal monitoring to support the professional development of participants and provide feedback as required 2.4 Maintain records as required by the training organisation
3. Evaluate professional development program outcomes	3.1 Implement program evaluation 3.2 Complete program evaluation report for stakeholders 3.3 Introduce changes to program in response to evaluation and participant 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	1.1, 1.7, 3.3	Sources, analyses and interprets information presented in a variety of formats in order to identify skill development requirements

Writing	1.2, 1.6, 1.7, 2.4, 3.2	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, 2.2, 2.3, 3.3	Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and seek feedback
Interact with others	1.2, 2.1, 3.1	Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders
Get the work done	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 3.1, 3.3	- Accepts full responsibility for planning, developing and reviewing programs to meet defined goals - Gathers and analyses data and seeks feedback to improve program

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program	TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development 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 TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program

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Performance Evidence

Evidence of the ability to:

- design a language, literacy and numeracy professional development program to address the identified skill development requirements of individuals and teams that incorporates:
 - participant selection criteria
 - delivery mode
 - program content
 - professional development training sessions
 - resources required
 - monitoring and evaluation processes
- engage stakeholders in the planning, design, implementation and evaluation of a professional development program to ensure the program reflects the requirements of the social, vocational and educational context
- implement a language, literacy and numeracy professional development program and maintain records as required
- evaluate and report professional development program outcomes
- use participant feedback and evaluation as the basis for ongoing changes to the professional development program.

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:

- document current and emerging language, literacy and numeracy issues as they relate to professional development requirements in a VET context that relate to:

- changes in the Australian economic and industrial context, community context and training context that impact on language, literacy and numeracy skills requirements
- legislation, codes of practice and national standards that influence the delivery of language, literacy and numeracy in VET
- range of circumstances and special requirements of adult learner groups likely to access language, literacy and numeracy programs
- current thinking and theories that inform adult language, literacy and numeracy teaching approaches
- explain adult learning principles, as they relate to professional development programs
- document the roles and responsibilities of all parties involved in a language, literacy and numeracy professional development plan and identify strategies for working together to achieve the planned 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
- research materials
- media equipment
- relevant documents, special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

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