

TAELLN401 - Address language, literacy and numeracy skills

Description:

This unit specifies the competency required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment and tailor training and assessment to suit individual skill levels, including accessing relevant support resources.

Employability skills:

This unit contains employability skills.

Application of unit:

This unit introduces trainers and assessors to core language, literacy and numeracy issues within training and assessment practice. Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

Competency Field:

Language, literacy and numeracy practice

1.	Determine the core language, literacy and numeracy requirements of the training	
	1.1	Determine the core language, literacy and numeracy requirements of the training specification
	1.2	Determine the core language, literacy and numeracy requirements of the training context
	1.3	Determine the core language, literacy and numeracy skills of learners
	1.4	Use validated tools and other sources of information to determine the existing core language, literacy and numeracy skills of learners
2.	Access specialist learning support	
	2.1	Determine the need for specialist core language, literacy or numeracy assistance for the learner, based on evidence collected
	2.2	Apply appropriate strategies for collaboration with specialist language, literacy or numeracy practitioners
3.	Customise program to develop core language, literacy and numeracy skills	
	3.1	Select, customise or develop learning and assessment materials that are appropriate for the core language, literacy or numeracy skills of learners, the training specification and the training context
	3.2	Apply learning support strategies to assist learners to develop required

		core language, literacy and numeracy skills
	3.3	Continuously monitor and evaluate approaches to determine areas for improvement

Skills and Knowledge

Required knowledge

- definitions of core language, literacy and numeracy according to the ACSF
- skill levels in the ACSF
- national policy on the integration of language, literacy and numeracy into Training Package competencies
- legislation, and codes of practice, for example:
 - equal opportunity legislation
 - privacy legislation
 - organisational requirements
- occupational health and safety (OHS) relating to the work role, including:
 - reporting requirements for hazards
 - emergency procedures
 - safe use and maintenance of equipment
 - sources of OHS information
 - OHS obligations of employers and employees, including supervisors.

Required Skills

- language, literacy and numeracy skills to:
 - deliver effective training and assessment
 - make judgements about the LLN requirements of training and learner skill levels
 - communicate with other professionals about LLN requirements
 - liaise with personnel and managers/supervisors from the training and/or assessment organisation
 - liaise with appropriate authority personnel
 - interpret a wide range of documents
- self-management and organisational skills
- interpersonal skills to encourage learners development
- sensitivity to cultural issues.

Range Statement

<p><i>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</i></p>	
<p>Core language, literacy and numeracy skills include:</p>	<ul style="list-style-type: none"> • core skills, as described by the Australian Core Skills Framework (ACSF) • the range of learning, reading, writing, oral communication and numeracy skills required to participate in work and the wider community
<p>Training specification may include:</p>	<ul style="list-style-type: none"> • Training package units of competency • learning outcomes from accredited courses with a vocational outcome • non accredited industry specific learning programs
<p>Training context describes:</p>	<ul style="list-style-type: none"> • the environment in which the training takes place, which may include: <ul style="list-style-type: none"> ○ work setting ○ community setting ○ training organisation
<p>Validated tools to ascertain language, literacy and numeracy levels include:</p>	<ul style="list-style-type: none"> • tools based on the ACSF • information gained from an LLN specialist including results from prior assessment
<p>Specialist core language, literacy or numeracy assistance can include:</p>	<ul style="list-style-type: none"> • specialist in-house support services • Workplace English Language and Literacy (WELL) program support • specialist consultants • team teaching approaches • mentoring • government and community support services
<p>Learning support strategies can include:</p>	<ul style="list-style-type: none"> • demonstrating the language, literacy and numeracy practices to be learned in a workplace context • simplification and use of plain English • audio recording of texts • video and/or audio material supporting the training • simplified explanations of underpinning principles and concepts • explanations and examples of text types • decision making responsibilities shared with learners • allowance for use of personal word lists and dictionaries by learner • mentoring in a learning situation • acknowledging and building on strengths of learners • provision of opportunities to discuss and build on different culturally based behaviours and values

Evidence Guide

<p><i>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</i></p>	
<p>Overview of assessment</p>	<p>Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods/evidence gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Candidate must demonstrate that they can address core language, literacy and numeracy issues within training and assessment practice on at least two different occasions. The evidence collected must include:</p> <ul style="list-style-type: none"> • documentation setting out activities, resources and individual learning plans for a particular learner • third party observations of the candidate with a range of learners • documentation of use of ACSF to determine LLN level
<p>Context of and specific resources for assessment</p>	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Resources must include:</p> <ul style="list-style-type: none"> • access to specialist language, literacy and numeracy practitioners for consultation and verification of approaches • access to tools based on the ACSF levels • Training Package support materials

Employability Skills

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:	Code
Communication	1. Interpreting client needs and writing to these	C1
	2. Using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents	C2
	3. Writing hazard and incident reports	C3
	4. Using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others	C4
	5. Mentoring, coaching and tutoring techniques	C5
Teamwork	1. Working with colleagues to compare, review, and evaluate assessment processes and outcomes	T1
	2. Actively participating in assessment validation sessions	T2
	3. Managing work relationships and seeking feedback from colleagues and clients on professional performance	T3
	4. Developing and evaluating with others learning programs customised for individuals or group needs	T4

Problem solving	1. Identifying hazards and assessing risks in the learning environment	P1
	2. Using time-management skills in designing learning programs	P2
	3. Calculating costs of programs and logistics of delivery, and accessing appropriate resources	P3
	4. Generating a range of options to meet client needs	P4
Initiative and enterprise	1. Interpreting the learning environment and selecting delivery approaches which motivate and engage learners	I1
	2. Monitoring and improving work practices to enhance inclusivity and learning	I2
	3. Being creative to meet clients' training needs	I3
	4. Applying design skills to develop innovative and flexible cost-effective programs	I4
Planning and organising	1. Researching, reading, analysing and interpreting workplace specifications	O1
	2. Planning, prioritising and organising workflow	O2
	3. Interpreting collected evidence and making judgements of competency	O3
	4. Documenting actions plans and hazard reports	O4
	5. Working with clients in developing personal or group learning programs	O5
	6. Organising the human, physical and material resources required for learning and assessment	O6
Self-management	1. Working within policy and organisational frameworks	S1
	2. Managing work and work relationships	S2
	3. Adhering to ethical and legal responsibilities	S3
	4. Taking personal responsibility in the planning, delivery and review of training	S4
	5. Being a role model for inclusiveness and demonstrating professionalism	S5
	6. Examining personal perceptions and attitudes	S6
Learning	1. Undertaking self-evaluation and reflection practices	L1
	2. Researching information and accessing policies and frameworks to maintain currency of skills and knowledge	L2
	3. Promoting a culture of learning in the workplace	L3
	4. Seeking feedback from colleagues	L4
	5. Facilitating individual, group-based and work-based learning	L5
Technology	1. Using technology to enhance outcomes, including online delivery and research using the internet	E1
	2. Using student information management systems to record assessments	E2
	3. Identifying and organising technology and equipment needs prior to training	E3
	4. Using a range of software, including presentation packages	E4