

## VET workforce skills in language, literacy and numeracy

### Introduction

The recent report by Skills Australia, Australian Workforce Futures, emphasised the impact on Australia's workforce of the lack of foundation skills of language, literacy and numeracy (LLN). The report proposes a significant expansion in the Workforce English Language and Literacy (WELL) program and Language, Literacy and Numeracy Program (LLNP), as well as recommending that the Australian Government develop and implement a national adult language, literacy and numeracy strategy to increase adult LLN levels.

The report also states:

*We need also to ensure education and training providers have the skills and networks to identify and address these core skill needs<sup>1</sup>*

As part of a DEEWR-funded project, IBSA is seeking to identify effective ways in which the VET workforce can be skilled (or up-skilled), to ensure that the LLN skill needs of the Australian population are identified and addressed as part of the education and training process.

This does not mean that all VET trainers and assessors need to become LLN experts. But, across the system, more needs to be done to ensure that all VET practitioners have a base-line understanding of LLN issues and the ability to adjust their practice to accommodate the LLN skills of their learners. When necessary, VET practitioners also need the insight and awareness to refer learners to appropriate specialist support.

IBSA is seeking views and advice from experienced VET practitioners on the most effective ways to address professional development in this important area. The purpose of this paper is to raise issues and prompt stakeholder input that will inform and guide future developments and initiatives.

The paper contains a number of questions that we would like you to consider. A template is provided at the end of the paper for your feedback. Please return it to Robert Bluer via email: [robert@ibsa.org.au](mailto:robert@ibsa.org.au)

Thank you.

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<sup>1</sup> Executive Summary, Australian Workforce Futures, Skills Australia, 2010

## Language, Literacy and Numeracy skills of the Australian population

Two significant figures result from an analysis of ABS Labour Force statistics<sup>2</sup> and figures from the Adult Literacy and Life Skills survey<sup>3</sup>.

**More than 4 million** employed people (40% of the total workforce) and **360,000** unemployed people (60% of the unemployed population) do not have sufficiently high literacy skills to meet the complex demands of everyday life and work.

Yet only a small percentage of the population who require assistance with their LLN, in either the working or unemployed categories, will end up in specialised LLN skills development programs (such as the LLNP or WELL programme).

Of the unemployed, many do not present to education programs and are totally disengaged from learning all together. They are likely to have more face to face contact with service providers in the community services, welfare or Job Network areas than they are to be engaged in an educational program.

Many people who are already in work or enrolled in mainstream VET training programs have low level LLN skills but they are often fearful of exposing their weaknesses by seeking support. Research<sup>4</sup> has also shown that people with low level LLN skills are often not able to identify their skill gap.

### Current LLN delivery

While the logical solution for addressing these skill gaps may appear to be through the use of specialised stand-alone LLN programs, such as the Certificate In General Education for Adults (CGEA), in reality these stand-alone approaches cannot meet the level of demand or offer the vocationally specific outcomes needed by the vast majority of potential learners.

Some government-funded adult LLN programs, e.g. LLNP and AMEP, are provided by specialist LLN teachers but most of the working population who have low level LLN skills will present in mainstream VET without any previous specialised LLN training.

Since the introduction of Training Packages there has been a policy of building LLN into vocational qualifications. All Training Package users need the ability to unpack units of competency and identify the embedded LLN requirements.

Mainstream VET practitioners need to understand LLN in two distinct ways:

- 1) the LLN requirements of the unit of competency/qualification (the outcomes to be delivered through training)
- 2) the potentially low level LLN skills of learners (that may impact on effective participation in training)

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<sup>2</sup> 6202.0 - Labour Force, Australia, May 2010, [www.abs.gov.au/ausstats/abs@.nsf/mf/6202.0](http://www.abs.gov.au/ausstats/abs@.nsf/mf/6202.0) (viewed 18.6.2010)

<sup>3</sup> Australian Bureau of Statistics, *Adult Literacy and Life Skills: Summary Report*, 2007.

<sup>4</sup> *ibid.*

**1. What support is currently available to help VET practitioners acquire the understandings of LLN that they need to address VET unit requirements and learner needs?**

## **LLN qualifications in the VET sector**

In the last budget DEEWR launched a LLN workforce development initiative designed to up-skill and expand the LLN training workforce and enhance the quality and supply of LLN training. The initiative will provide learning opportunities for more people to become practitioners/trainers, and increase both community awareness of LLN issues and participation in LLN training.

Given the diversity of the VET sector, IBSA has developed a flexible range of options to meet the needs of practitioners from those who need to develop greater awareness of LLN issues right through to those seeking specialist LLN qualifications.

Within the TAA 04 and the TAE 10 Packages there are a number of options available at differing levels to meet a variety of training practitioner needs, interests and job roles:

- TAELLN401A is an elective in the Certificate IV in Training and Education and is designed for VET trainers and assessors to become aware of LLN issues and adjust their practice to accommodate the LLN skills of their learners
- TAALLN501A is an elective at Diploma level that allows trainers and assessors to deepen their understanding of direct teaching strategies to improve their learners' LLN skills
- The new TAE70110 Vocational Graduate Certificate in Language, Literacy and Numeracy Practice provides development of specialist skills to address the LLN skill development of learners in workplace, community or formal classroom settings
- The new TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership provides leadership and research opportunities for existing practitioners.

These units and qualifications have been specifically created for application across sectors and delivery environments and will have application across many industries where training and assessment takes place. However, it should be noted that the Diploma unit and the Vocational Graduate Certificate and Vocational Graduate Diploma are new to the system and have not been delivered to date. Only the Certificate IV elective unit has any delivery history (as part of TAA04).

**2. How do the range of LLN units and qualifications for VET practitioners match your understanding of workplace requirements for knowledge about LLN?**

## **Certificate IV elective - TAELLN401A – Address LLN skills**

The current elective unit in the TAE Certificate IV is TAELLN401A – *Address LLN skills*<sup>5</sup>. (A copy of the unit is included in Appendix 2 of this paper.) This unit is based on the elective that was in the TAA Cert IV from 2004-2009 – TAALLN 401 (A&B) – *Address LLN issues within training and assessment practice*.

This unit is not designed for specialist LLN practitioners. It is a general awareness-raising unit that is designed to allow practitioners to answer a number of key questions that contribute to the quality of their training and assessment practice. These questions are:

1. What is the existing level of LLN skills of each of my learners?
2. What is the level of LLN skills that is required in the workplace (as described by the training specification)?
3. What is the level of LLN skills that are required to participate in the training and assessment program?
4. If any of my learners have LLN issues that require special assistance, what referral to support services can I offer them?

The unit is intended to provide the practitioner with the opportunity to examine their own delivery and assessment methods to: check that they are supporting LLN skill development to the level required within the units they are responsible for delivering; and design appropriate assessments that do not require unnecessarily high LLN skills. The unit may be delivered concurrently with other Certificate IV units, such as TAEDES402A *Use training packages and accredited courses to meet client needs*, or as a stand alone unit.

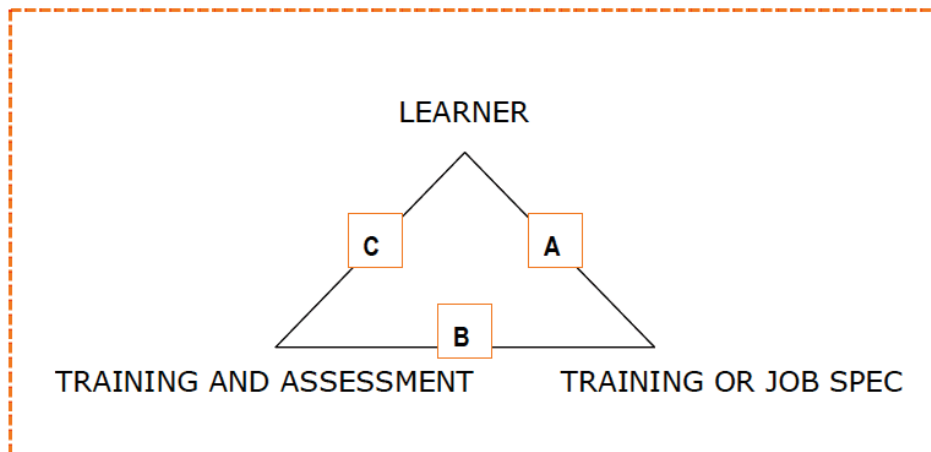
Over the years a number of support materials<sup>6</sup> have been developed for the TAA elective. The crucial concepts covered in these resources are also applicable to the revised TAE unit. The example below is from a resource developed by Service Skills Australia through their DEEWR-funded Taking the Lead project.

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<sup>5</sup> See full unit in Appendix 2

<sup>6</sup> Taking the lead website: [www.takingthelead.com.au](http://www.takingthelead.com.au)

## Things to consider when addressing LLN issues in my training and assessment practice



### A

If the training specification describes a certain level of reading, writing, speaking and listening, or numeracy that a person needs to have on the job, and your learner does not yet have that required level of skill, then your training program should help them develop the required level and allow for lots of practice of the skill within the required context.

### B

Your training program should include as much content from the real workplace as possible. It's important to know details about the workplace and about what language, literacy and numeracy (LLN) skills are required. For example, what vocational words are used? What procedures need to be read? What forms need to be completed? What reports need to be written? Include plenty of practice in using these documents in your training program.

### C

Analyse whether the level of LLN required in your training program is higher than the skills of the learners. Include appropriate strategies in your training to support learners. You may need to adjust aspects of your training. For example, replace PowerPoint slides requiring a lot of reading with a slide presentation containing a range of images, followed by a group discussion and note taking exercise to distill key points. Many learners will absorb information more effectively through 'listening' or 'observing' rather than 'reading'.

**3. Does the content and design of the Certificate IV LLN elective unit reflect the needs of general VET practitioners?**

## The delivery history of the Cert IV LLN elective

Whilst the unit TAA LLN 401A – *Address LLN issues in training and assessment practice* has been available within the TAA Certificate IV Training Package since 2004, as an elective it has not been taken up by everyone who has completed a Certificate IV TAA.

VET Students and Courses statistics compiled by NCVET reveal that nationally between 2004 and 2009 there were:

- 112,230 course enrolments in the Certificate IV in TAA<sup>7</sup>
- 46,930 course completions in the Certificate IV in TAA<sup>8</sup>
- 7,956 subject enrolments in the Certificate IV LLN elective<sup>9</sup>
- 4,827 successful subject completions in the Certificate IV LLN elective<sup>10</sup>.

Although it is encouraging to note the number of enrolments and completions in the LLN unit, these statistics can hardly be described as a comprehensive approach to up-skilling VET trainers and assessors in LLN awareness.

In its consultations on the revision of the Certificate IV in Training and Assessment during 2009, IBSA carefully canvassed the issue of what should constitute the core of the new TAE qualification. During the ten national workshops conducted by IBSA there were a few people advocating that the elective LLN unit in the qualification should become core. However, this was not supported by the overwhelming majority of participants.

Since then however, the Australian Workforce Futures paper has called for concerted attention to this issue. In particular, the paper proposed that:

*It should be compulsory for all VET practitioners to gain competency in addressing language, literacy and numeracy issues, so they can identify the language, literacy and numeracy shortcomings of learners and refer them to the appropriate support.*<sup>11</sup>

Support for an expanded and skilled LLN workforce can also be seen in current thinking about effective workplace literacy provision being done by the Australian Industry Group<sup>12</sup>, and in the raft of policy measures announced in the 2010 Commonwealth budget.

It appears that the TAE Certificate IV LLN elective has potential to be one of the ways to support the development of a more highly skilled VET workforce.

#### **4. What would increase uptake of the TAE Certificate IV LLN elective unit among VET practitioners?**

- Awareness-raising/promotion (not enough people know about it)**
- Supporting and strengthening networks (acquire skills informally through networks)**
- Availability of RPL/RCC for existing knowledge and skills in this area**
- Access to funded professional development opportunities**

<sup>7</sup> Table 1, Appendix 1

<sup>8</sup> Table 2, Appendix 1

<sup>9</sup> Table 3, Appendix 1

<sup>10</sup> Table 4, Appendix 1

<sup>11</sup> 2010, Australian Workforce Futures, Skills Australia (pp 42,43).

<sup>12</sup> Ai Group National Workforce Literacy Project,  
<http://www.aigroup.com.au/portal/site/aig/education/workforceliteracy/>

- Mandated requirements for up-skilling (e.g. through AQTF)**
- Inclusion of unit in the Certificate IV core**
- Creation of links to RTO quality systems and/or remuneration**
- Incentives for RTOs to include the elective in standard Certificate IV packaging**
- Mentoring, action learning or train-the-trainer approaches**

### **Diploma elective – TAALNN501A – *Support the development of Adult Language, Literacy and Numeracy Skills***

While the new VGC and VGD qualifications provide specialist skills for LLN practitioners, this elective at Diploma level provides general practitioners with some capacity to support the LLN needs of learners enrolled in VET. This unit goes beyond the awareness of LLN issues covered in the Certificate IV elective to provide a deeper knowledge of adult LLN and support strategies.

This unit (a copy is included in Appendix 3) will be available in the revised TAE Diploma qualification and is also included as an elective for the new TAE70110 Vocational Graduate Certificate in Language, Literacy and Numeracy Practice. As well as deepening the knowledge and skills of general VET practitioners, it therefore has the potential to form a pathway for general VET practitioners into LLN specialist roles.

The unit is based around four main areas:

1. An analysis of language, literacy and numeracy issues in the current Australian context
2. An examination of how language, literacy and numeracy skills impact on learning in the VET sector in Australia
3. An examination of factors that influence the development of an individual's language, literacy and numeracy skills
4. Identification of useful strategies for developing adult language, literacy and numeracy skills.

Taking into account your feedback in the previous section on the delivery history of the Cert IV LLN elective and your understanding of the function of the Diploma and the types of candidates that might seek to complete it -

**5. Given your understanding of the available electives and the function of the TAE Diploma, does the content and design of the unit TAELLN501A – *Support the development of adult language, literacy and numeracy skills* reflect the needs of VET practitioners completing a Diploma?**

**6. Do you think the unit TAELLN501A - *Support the development of adult language, literacy and numeracy skills* should be included in the Diploma core or in the Diploma as an elective?**

**7. Do you think that the Certificate IV elective TAELLN401A – *Address LLN issues in training and assessment practice* could be included in the Diploma as either a core or elective unit?**

**8. What would it take to encourage uptake of the Diploma LLN unit? Are these the same drivers that would increase uptake of the Certificate IV LLN elective?**

### **Next steps**

IBSA will use responses to this paper to inform the development of advice to DEEWR on measures to build the skills of the VET workforce in relation to LLN. A series of focus groups will also be conducted as part of the consultation process for the review of the TAE Diploma.

## Appendix 1

**TABLE 1: Course enrolments in TAA40104 - Certificate IV in Training and Assessment by State and Territory by year (2004-2009)**

<b>Year</b>	2004	2005	2006	2007	2008	2009	Total
<b>State/territory</b>							
New South Wales	0	1,278	4,542	6,424	6,544	8,573	27,361
Victoria	0	1,257	6,494	9,024	9,093	10,375	36,243
Queensland	0	51	2,967	7,183	6,184	5,058	21,443
South Australia	0	151	1,684	2,484	2,624	2,688	9,631
Western Australia	0	82	969	1,395	1,916	3,872	8,234
Tasmania	0	270	1,129	1,234	1,008	577	4,218
Northern Territory	0	2	327	486	586	657	2,058
Australian Capital Territory	0	74	451	869	840	808	3,042
<b>Total</b>	0	3,165	18,563	29,099	28,795	32,608	<b>112,230</b>

**TABLE 2: Qualifications completed in TAA40104 - Certificate IV in Training and Assessment by State/Territory by Year (2004-2009)**

<b>Year</b>	2004	2005	2006	2007	2008	2009	Total
<b>State/territory</b>							
New South Wales	0	546	1,852	2,591	2,714	3,768	11,471
Victoria	2	444	2,560	4,387	4,382	3,910	15,685
Queensland	0	0	739	3,139	3,833	2,328	10,039
South Australia	4	125	967	1,429	1,272	896	4,693
Western Australia	0	13	162	430	539	867	2,011
Tasmania	0	9	168	309	386	119	991
Northern Territory	0	1	9	126	114	274	524
Australian Capital Territory	0	16	183	432	478	407	1,516
<b>Total</b>	<b>6</b>	<b>1,154</b>	<b>6,640</b>	<b>12,843</b>	<b>13,718</b>	<b>12,569</b>	<b>46,930</b>

**TABLE 3: Subject enrolments by unit of competency (LLN elective) by State/Territory by Year (2004-2009)**

<b>Year</b>	2004	2005	2006	2007	2008	2009	Total
<b>State/territory</b>							
New South Wales	0	0	84	264	285	310	943
Victoria	0	217	906	624	781	1,124	3,652
Queensland	0	1	541	1,298	601	398	2,839
South Australia	0	26	44	111	85	73	339
Western Australia	0	3	2	5	1	2	13
Tasmania	0	23	66	30	20	4	143
Northern Territory	0	0	0	0	2	0	2
Australian Capital Territory	0	0	3	15	1	6	25
<b>Total</b>	0	270	1,646	2,347	1,776	1,917	<b>7,956</b>

**TABLE 4: Subject enrolments assessed as a pass (LLN elective) by Year (2004-2009)**

<b>Year</b>	2004	2005	2006	2007	2008	2009	Total
<b>Unit of competency</b>							
LLN elective	0	120	889	1,433	1,232	1,153	4,827
<b>Total</b>	0	120	889	1,433	1,232	1,153	<b>4,827</b>

## Appendix 2: Certificate IV elective - TAELLN401A – Address LLN skills

<b>TAELLN401A</b>	<b>Address adult language, literacy and numeracy skills</b>
<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and to tailor training and assessment to suit individual skill levels, including accessing relevant support resources.
<b>Employability skills</b>	This unit contains employability skills.
<b>Prerequisite units</b>	
<b>Co-requisite units</b>	
<b>Application of the unit</b>	This unit introduces trainers and assessors to core language, literacy and numeracy issues in training and assessment practice. Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.
<b>Competency field</b>	
<b>Unit sector</b>	Language, literacy and numeracy practice

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine the core LLN requirements of the training	1.1. Determine <b>core LLN skill</b> requirements of the <b>training specification</b> 1.2. Determine core LLN requirements of the <b>training context</b> 1.3. Use <b>validated tools</b> and other sources of information to determine existing core LLN skills of learners
2. Access specialist learning support	2.1. Determine the need for <b>specialist core LLN assistance</b> for the learner, based on evidence collected 2.2. Apply appropriate strategies for collaboration with specialist language, literacy and numeracy practitioners
3. Customise program to develop core LLN skills	3.1. Select and customise or develop learning and assessment materials that are appropriate to core LLN skills of training specification, training context and learners 3.2. Apply <b>learning support strategies</b> to assist learners to develop required core LLN skills 3.3. Continuously monitor and evaluate approaches to determine areas for improvement

## **REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit.

### **Required skills**

- language, literacy and numeracy skills to:
  - deliver effective training and assessment
  - analyse and apply the Australian Core Skills Framework (ACSF) at a level appropriate to the outcomes of the unit
  - make judgements about the LLN requirements of learner skill levels and training
  - communicate with other professionals about LLN requirements
  - liaise with personnel, including managers or supervisors, from the training and/or assessment organisation
  - liaise with appropriate external authorities
  - interpret a wide range of documents
- self-management and organisational skills to meet the LLN requirements of learners
- interpersonal skills to:
  - encourage learner development
  - demonstrate sensitivity to cultural issues

### **Required knowledge**

- definitions of core LLN skills, according to the ACSF
- methodology for determining skill levels using the ACSF
- national policy on the integration of LLN into training package competencies
- legislation and codes of practice, for example:
  - equal opportunity legislation
  - privacy legislation
  - organisational requirements
- 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

## RANGE STATEMENT

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.

<b>Core LLN skills</b> include:	<ul style="list-style-type: none"> <li>• core skills, as described by the ACSF</li> <li>• range of learning, reading, writing, oral communication and numeracy skills required to participate in work and the wider community.</li> </ul>
<b>Training specification</b> may include:	<ul style="list-style-type: none"> <li>• training package units of competency</li> <li>• learning outcomes from accredited courses with a vocational outcome</li> <li>• non-accredited industry specific learning programs.</li> </ul>
<b>Training context</b> describes:	<ul style="list-style-type: none"> <li>• environment in which the training takes place, which may include: <ul style="list-style-type: none"> <li>◦ work setting</li> <li>◦ community setting</li> <li>◦ training organisation.</li> </ul> </li> </ul>
<b>Validated tools</b> to ascertain LLN levels include:	<ul style="list-style-type: none"> <li>• tools based on the ACSF</li> <li>• information gained from an LLN specialist, including results from prior assessment.</li> </ul>
<b>Specialist core LLN assistance</b> can include:	<ul style="list-style-type: none"> <li>• specialist in-house support services</li> <li>• Workplace English Language and Literacy (WELL) program support</li> <li>• specialist consultants</li> <li>• team teaching approaches</li> <li>• mentoring</li> <li>• government and community support services.</li> </ul>
<b>Learning support strategies</b> can include:	<ul style="list-style-type: none"> <li>• demonstrating LLN practices to be learned in a workplace context</li> <li>• using plain English appropriate for the learner</li> <li>• using audio recording of texts</li> <li>• using video and/or audio material to support the training</li> <li>• providing simplified explanations of underpinning principles and concepts</li> <li>• providing explanations and examples of text types</li> <li>• ensuring that decision-making responsibilities are shared with learners</li> <li>• encouraging use of learners' personal word lists and dictionaries</li> <li>• mentoring in a learning situation</li> <li>• acknowledging and building on strengths of learners</li> <li>• providing opportunities to discuss, attach importance to, and build on different culturally-based behaviours and values.</li> </ul>

## EVIDENCE GUIDE

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.

### Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and 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.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- address core LLN issues in training and assessment practice on at least two different occasions
- provide evidence that includes:
  - 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 the use of the ACSF to determine LLN level.

### Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Assessment must ensure access to:

- specialist LLN practitioners for consultation and verification of approaches
- tools based on the ACSF levels
- training package support materials.

### Method of assessment

### Guidance information for assessment

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ([www.ibsa.org.au](http://www.ibsa.org.au)).

**Appendix 3: Diploma elective – TAELN501A – *Support the development of Adult Language, Literacy and Numeracy Skills***

<b>TAELN501A</b>	<b>Support the development of adult language, literacy and numeracy skills</b>
<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop strategies to support adults to extend their language, literacy and numeracy skills.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
<b>Employability skills</b>	This unit contains employability skills.
<b>Prerequisite units</b>	
<b>Co-requisite units</b>	
<b>Application of the unit</b>	<p>This unit applies to practitioners in many areas in the vocational education and training (VET) sector who wish to support adults in developing their language, literacy and numeracy skills. These VET practitioners require some knowledge of adult literacy and numeracy, as well as strategies to support learners enrolled in VET courses. They may be supported by the coordinator of adult literacy and numeracy professional development programs, or other colleagues more experienced in adult literacy and numeracy provision.</p> <p>This unit also applies to those working in community programs, such as adult literacy and numeracy volunteer programs, who work with adults in the community wanting to develop their language, literacy and numeracy skills.</p> <p>The unit also applies to those in workplaces, working with those in the workforce who wish to develop their language, literacy and numeracy skills.</p> <p>Skills and knowledge outcomes required to recognise the language, literacy and numeracy demands of training and assessment, and tailor training and assessment to suit individual skill levels, are covered in TAELN401A Address adult language, literacy and numeracy skills.</p>
<b>Competency field</b>	Language, literacy and numeracy practice
<b>Unit sector</b>	

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse language, literacy and numeracy in current Australian context	<p>1.1. Analyse current <b><i>function of language, literacy and numeracy skills in Australian society</i></b></p> <p>1.2. Analyse <b><i>profile</i></b> of language, literacy and numeracy competence in Australia</p> <p>1.3. Analyse <b><i>role of context</i></b> in skill development</p>

ELEMENT	PERFORMANCE CRITERIA
	1.4. Analyse <i>role of purpose</i> in skill development
2. Analyse personal, social and cultural factors influencing development of language, literacy and numeracy skills	2.1. Identify <i>factors affecting development of language, literacy and numeracy skills</i> 2.2. Examine <i>potential barriers</i> which may inhibit development of language, literacy and numeracy skills 2.3. Review <i>approaches for identifying learners with language, literacy and numeracy needs</i>
3. Evaluate strategies to develop literacy and numeracy skills and apply them to support learners	3.1. Examine limited range of <i>strategies to develop reading, writing, speaking, listening and numeracy skills</i> 3.2. Analyse strengths, needs and learning strategies of <i>learners</i> in relation to <i>goals</i> 3.3. Confirm areas for skill development with learner 3.4. Select and implement strategies 3.5. Access relevant language, literacy and numeracy learning resources 3.6. Modify resources to meet language, literacy and numeracy learning needs, and in relation to context
4. Review strategies	4.1. Monitor learner progress 4.2. Seek support and feedback from <i>colleagues</i> whenever required 4.3. Review strategies in terms of their effectiveness and feedback received

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

### Required skills

- communication skills to communicate with a range of people for varying purposes to:
  - clarify meaning
  - give and respond to feedback
  - provide instruction
  - teach technical terms and language
- computer skills to teach skills needed to use email, SMS messaging and the internet
- literacy skills to:
  - customise learning materials to suit reading levels of learner
  - design and produce materials
  - locate and evaluate information within texts
  - write fluently, accurately and legibly using appropriate text types
- numeracy skills to:
  - explain terminology, processes and calculations
  - use a combination of formal and informal oral mathematical and general language
- planning and organising skills to plan learning opportunities for learners
- problem-solving skills to:
  - analyse, identify and develop strategies to meet identified challenges
  - identify difficulties of those participating in provision
  - select and use a variety of problem-solving strategies
- self-management and learning skills to:
  - develop and adjust own teaching practice
  - reflect on and improve own professional practice
  - use advice from colleagues and others to adjust strategies
- teamwork skills to cultivate collaborative and participative work relationships

## REQUIRED SKILLS AND KNOWLEDGE

### Required knowledge

- concept of communicative competence
- framework of English language, literacy and numeracy development, for example Australian Core Skills Framework (ACSF)
- how context and purpose affect language use
- key features and conventions of spoken and written English language
- models of reading
- numeracy and language knowledge to the level of the numeracy and language being taught

## RANGE STATEMENT

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.

<p>Analysing <b><i>function of language, literacy and numeracy skills in Australia</i></b> may include consideration of:</p>	<ul style="list-style-type: none"> <li>• how changes in legal requirements and technology have lead to increased language, literacy and numeracy skills required in most vocational areas, and how this has affected training in the VET sector</li> <li>• links between earnings and levels of language, literacy and numeracy skills</li> <li>• needs of learners from other countries, who may already have the technical skills being taught, to develop vocationally specific language skills</li> <li>• range of language, literacy and numeracy provision available</li> <li>• relationship between language, literacy and numeracy skills and:             <ul style="list-style-type: none"> <li>◦ access to and use of technology</li> <li>◦ access to employment</li> <li>◦ personal and cultural identity</li> <li>◦ practical and theoretical learning in vocational areas</li> <li>◦ participation in government and community life</li> </ul> </li> <li>• social stigma attached to those with low levels of literacy and numeracy skills.</li> </ul>
<p><b><i>Profile</i></b> may include consideration of:</p>	<ul style="list-style-type: none"> <li>• ACSF</li> <li>• national statistical data of language, literacy and numeracy levels in Australia.</li> </ul>
<p><b><i>Contexts</i></b> to be examined may include:</p>	<ul style="list-style-type: none"> <li>• contexts outlined in the ACSF</li> <li>• situational contexts</li> <li>• sociocultural contexts.</li> </ul>
<p>Analysing <b><i>role of context</i></b> may include consideration of:</p>	<ul style="list-style-type: none"> <li>• how choice of linguistic style is affected by roles and relationships</li> <li>• how levels of formality are affected by factors such as age, role and ethnicity</li> <li>• how meaning making relies on linking to context</li> <li>• how people may be more proficient in some contexts and less in others.</li> </ul>
<p>Analysing <b><i>role of purpose</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• interrelationship of the approach to the text, reading strategies used and purpose</li> <li>• range and significant features of text types</li> </ul>

RANGE STATEMENT	
	<ul style="list-style-type: none"> <li>• variety of ways texts can be approached, depending on purpose of reader, for example skimming, scanning and critical analysis.</li> </ul>
<p><b>Factors affecting development of language, literacy and numeracy skills</b> may include:</p>	<ul style="list-style-type: none"> <li>• disability</li> <li>• emotional factors</li> <li>• ethnicity</li> <li>• learning difficulties</li> <li>• personal factors</li> <li>• physical factors, such as eyesight and hearing</li> <li>• socioeconomic status.</li> </ul>
<p><b>Potential barriers</b> may include:</p>	<ul style="list-style-type: none"> <li>• cultural barriers relating to, for example: <ul style="list-style-type: none"> <li>◦ identity</li> <li>◦ language</li> </ul> </li> <li>• personal barriers relating to, for example: <ul style="list-style-type: none"> <li>◦ family circumstances</li> <li>◦ physical factors</li> <li>◦ previous formal schooling experiences</li> <li>◦ social circumstances</li> </ul> </li> <li>• language barriers relating to, for example: <ul style="list-style-type: none"> <li>◦ influence of the first language on later language learning</li> <li>◦ use of standard English or non-standard English</li> </ul> </li> <li>• learning difficulties.</li> </ul>
<p><b>Approaches for identifying learners with language, literacy and numeracy needs</b> may include:</p>	<ul style="list-style-type: none"> <li>• learner cues, such as reluctance to complete work in class time, and distracting or avoidance activities</li> <li>• feedback from other practitioners</li> <li>• information from pre-training enrolment forms</li> <li>• limited exposure to English language</li> <li>• English as a second language issues.</li> </ul>
<p><b>Strategies to develop reading skills</b> may include:</p>	<ul style="list-style-type: none"> <li>• critical literacy strategies</li> <li>• skimming, scanning and reading for detail</li> <li>• those that focus on sociolinguistic factors</li> <li>• those that focus on syntax, semantics and grapho-phonetic cues.</li> </ul>
<p><b>Strategies to develop writing skills</b> may include:</p>	<ul style="list-style-type: none"> <li>• graphology for Roman script and word processing</li> <li>• features and use of grammar, punctuation and spelling and role of these in meaning making</li> <li>• working from models of texts</li> <li>• writing process of planning, drafting and editing.</li> </ul>
<p><b>Strategies to develop speaking skills</b> may include:</p>	<ul style="list-style-type: none"> <li>• conversation</li> <li>• modelling and repetition</li> <li>• pair or group work</li> <li>• role play.</li> </ul>
<p><b>Strategies to develop listening skills</b> may include:</p>	<ul style="list-style-type: none"> <li>• listening for key information in longer spoken text</li> <li>• modelling and repetition.</li> </ul>
<p><b>Strategies to develop numeracy skills</b> may include:</p>	<ul style="list-style-type: none"> <li>• communicating number concepts, skills and information</li> <li>• discussing range of possible responses to problems</li> <li>• drawing on range of knowledge to solve problems</li> <li>• drawing on real-life problems</li> <li>• identifying and using appropriate strategies and processes to solve problems.</li> </ul>

<b>RANGE STATEMENT</b>	
<b>Learners</b> may include:	<ul style="list-style-type: none"> <li>• those enrolled in VET programs</li> <li>• those being supported in the workplace</li> <li>• those participating in community programs.</li> </ul>
<b>Goals</b> may include:	<ul style="list-style-type: none"> <li>• community participation</li> <li>• employment</li> <li>• personal goals</li> <li>• those related to VET courses.</li> </ul>
<b>Colleagues</b> may include:	<ul style="list-style-type: none"> <li>• colleagues more experienced and familiar with working with learners with language, literacy and numeracy needs</li> <li>• colleagues working in other language, literacy and numeracy programs</li> <li>• coordinators of adult literacy and numeracy professional development programs.</li> </ul>

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• examine the function of language, literacy and numeracy skills in current Australian contexts</li> <li>• analyse factors that impact on the development of language, literacy and numeracy skills</li> <li>• examine a range of reading, writing, oral communication and numeracy teaching strategies</li> <li>• select and apply strategies to support a learner, relevant to learner context and purpose</li> <li>• review strategies.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• learners wishing to develop language, literacy and numeracy skills</li> <li>• appropriate adult literacy and numeracy teaching resources</li> <li>• support from colleagues.</li> </ul> <p>Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.</p>
<b>Method of assessment</b>	<p>A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct observation or video recording of candidate</li> <li>• evaluation of a portfolio of evidence comprising: <ul style="list-style-type: none"> <li>◦ learner feedback</li> <li>◦ learning activities</li> <li>◦ personal reflections</li> <li>◦ planning notes</li> <li>◦ samples of resources</li> </ul> </li> <li>• questioning to establish required knowledge</li> <li>• review of work samples</li> <li>• review of third-party reports.</li> </ul>

<b>EVIDENCE GUIDE</b>	
<b>Guidance information for assessment</b>	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.