



IBSA Scoping Project

Pathways for the
development of language,
literacy and numeracy
expertise

January 2011

IBSA wishes to acknowledge the work of **Anita Roberts**, who has prepared this report.

A large number of people and organisations has supported IBSA and Anita Roberts in this project. **A full list of acknowledgements is included in Appendix C.**

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This work has been produced with the assistance of funding provided by the Commonwealth Government through the Department of Education, Employment and Workplace Relations (DEEWR). The views expressed in this work do not necessarily represent the views of DEEWR. In addition, DEEWR does not give warranty or accept any legal liability in relation to the content of this work.

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Background

In 2010 two new qualifications for language, literacy and numeracy (LLN) practitioners were included in IBSA's Training and Education Training Package. The TAE70110 Vocational Graduate Certificate in Adult LLN Practice and the TAE80110 Vocational Graduate Diploma of Adult LLN Leadership were developed in recognition of the significant demand for LLN expertise in the VET sector and are intended to expand the pool of expert LLN practitioners.

However, for these qualifications to achieve that aim, effective development pathways are required.

Scoping project on pathways for the development of LLN expertise

Many people in training, workforce development and management and leadership roles need some knowledge or understanding of LLN. In particular, IBSA is conscious of the need for a greater awareness of LLN issues within the general workforce, particularly among those people who are responsible for the learning and development of others.

Following the development of the Vocational Graduation qualifications, IBSA sought to consider whether units developed for the new qualifications may have broader application in the workplace. IBSA is interested in the LLN skill requirements of people in workplace settings who lead, supervise or support other workers.

The aim of this scoping project was to:

- scope the need for a Skill Set that would give workplace leaders or supervisors the skills to help other workers build their LLN skills
- identify whether a Skill Set might provide an effective pathway into the Vocational Graduate Certificate and Vocational Graduate Diploma qualifications and a means to create career pathways, particularly for Indigenous learners
- recommend future actions for IBSA in relation to the development of LLN Skill Sets.

Concurrent developments

Since this project was proposed, a number of other ISC projects have considered the LLN needs of various occupations. Each of these new products extends the available VET offerings for the development of workforce capacity to provide LLN support and skill building. As a result of these developments, pathways into IBSA's new LLN qualifications are beginning to take shape.

Relevant projects include:

Improving LLN skills for the VET workforce

IBSA undertook a project to identify measures for building skills and networks in LLN for the VET workforce. The project considered the status and use of the elective LLN unit in the TAE40110 Certificate IV in TAA. Following consultation with VET and LLN stakeholders, the project recommended that the qualification structure should remain unchanged but that support materials should be promoted widely to ensure that delivery of the LLN elective is consistent with its intent.

Review of the Diploma in TAA

IBSA's review of the Diploma in TAA will result in a new qualification for inclusion in the Training and Education Training Package TAE10. This qualification is designed for experienced VET practitioners and their LLN awareness and knowledge needs were

considered during the review process. It is anticipated that a LLN unit will be included in the core of the new qualification.

New LLN unit for Community Services workers

The Community Services and Health ISC has developed a unit to meet the needs of Community Services workers dealing with clients who may have LLN issues – CHCLLN403A *Identify clients with language, literacy and numeracy needs and respond effectively*. The new unit aims to raise awareness of the way in which LLN impacts on client behaviour and ability to access services. The unit provides Community Services workers with some basic strategies for addressing clients' LLN issues.

Skill Sets for LLN tutors

The Community Services and Health ISC has developed Skill Sets for LLN tutors. The Skill Sets include three units that address the facilitation of adult learning and development and the provision of literacy and numeracy support and development. They comprise:

- CHCLLN401A *Support adult language and literacy learning and development*
- CHCLLN402A *Support adult numeracy learning and development*
- CHCCS427A *Facilitate adult learning and development*

Skills DMC supervising unit

SkillsDMC has developed a new unit of competency for supervisors and team leaders that will help them to provide appropriate guidance, leadership and support to Indigenous people in the workplace – RIILAT401A *Provide leadership in the supervision of Indigenous Australian employees*. SkillsDMC intends to incorporate the unit into a leadership Skill Set.

Methodology

During the scoping project it became apparent that two separate possible requirements for development pathways need to be considered:

- Competencies for workplace supervisors/leading hands to support others in the workplace with LLN needs
- Competencies that would provide a learning pathway into the new Vocational Graduate qualifications, particularly for Indigenous learners.

The project included the following activities:

Identification of required supervisor skills

- Interrogation of Ai Group findings from employer roundtable consultations on workforce literacy and from the Ai Group Workforce Literacy Employer Survey, conducted in November 2009.
- Partnering with Ai Group to gather information from pilot sites and LLN practitioners participating in the National Workforce Literacy Project from April to October 2010. Information was gathered through discussions with project participants at a number of stages throughout the project and through project reporting templates.
- Identification of skills that are needed by supervisors in the workplace in order to support workers who have LLN issues. These skills are listed in **Appendix A**.

Development of proposed supervisor Skill Set

- Consultation with the developers of LLN Skill Sets and units for the Community Services and Health Industry Skills Council to identify overlaps with the identified supervisor skills.
- Consultation with SkillsDMC on a unit under development for the supervisors of Indigenous employees, to consider overlaps with the identified supervisor skills.

- Consideration of links with IBSA work in relation to VET workforce development and the review of the Diploma of TAA.
- Mapping of the identified supervisor skills to existing units of competency. The mapping table that was developed for consultation purposes is included in **Appendix B**.
- Identification of new units of competency required to match the identified supervisor skills.

Identification of LLN expertise learning and development pathway

- Consideration of how the current and proposed qualifications, units and Skill Sets within the TAE Training Package could be used to incrementally build LLN expertise. A learning and development pathway diagram prepared for the consultation process is included in **Appendix D**.

Gathering feedback on proposed supervisor Skill Set and development pathways

- Consultation with LLN practitioners via the Ai Group National Workforce Literacy Project (October) and the WELL National Conference (November 2010).
- Discussion with ISC representatives at the ISC Foundation Skills Network meeting (November 2010).
- Discussion with selected LLN practitioners and VET representatives through IBSA workforce development invitational seminar (December 2010).
- Consultation with representatives from Indigenous groups via email (December 2010).
- Circulation of draft report to ISC Foundation Skills Network
- A list of stakeholders consulted is included in **Appendix C**.

Development of recommendations

- A series of recommendations is included in this report for IBSA and DEEWR consideration.

Issues

Consideration of existing units

When this scoping project was initiated, there was an expectation that units from the new Vocational Graduate qualifications may be appropriate for the needs of workplace supervisors. However, through Ai Group project consultations it became apparent that the target audience would need competencies at a lower level than those contained in the new qualifications.

New units and Skill Sets developed by SkillsDMC and the Community Services and Health ISC were considered during the identification of potential units for the 'LLN-aware Supervisor' Skill Set. While the units examined covered some similar areas, ultimately they were not considered suitable for use in the new Skill Set. Reasons are as follows:

- CHCLLN403A *Identify clients with language, literacy and numeracy needs and respond effectively* – this unit is designed for Community Services workers dealing with clients. While the knowledge and awareness it covers are also required by supervisors, the emphasis on clients is quite different from the focus on co-workers that will be required for a supervisor.

Owing to the dissimilar nature of the workplace environment and workplace relationships, the CS&H unit cannot be easily adapted for IBSA's use. Instead a new unit, *TAELLNxx2 Identify language, literacy and numeracy issues in the workplace*, is proposed.

- *CS&H LLN tutor Skill Sets* – the Skill Sets include three units:
 - CHCLLN401A *Support adult language and literacy learning and development*
 - CHCLLN402A *Support adult numeracy learning and development*
 - CHCCS427A *Facilitate adult learning and development.*

These units have been developed to replace State accredited courses for Literacy/Numeracy Tutors. Their focus is on a formal educational relationship between the tutor and a learner that exists under the supervision of an LLN expert. While some of the concepts and topic areas included in the units may be relevant for supervisors, the units cannot be easily adapted for use by IBSA. Instead a new unit: TAELLNxx3 *Provide support to workers with language, literacy and numeracy needs*, is proposed.

- *RILAT401A Provide leadership in the supervision of Indigenous Australian employees* – the new unit under development by SkillsDMC is designed for people supervising Indigenous employees or trainees (not for Indigenous supervisors). SkillsDMC is intending to include the unit in a supervisor Skill Set together with the unit TAADEL404A *Mentor in the Workplace*. This unit does not specifically address LLN issues but focuses predominantly on cultural issues. It could be effectively used in conjunction with the proposed new LLN units without duplicating any content.

Composition of the Skill Set

The Skill Set initially proposed, based on skills identified through the Ai Group project, consisted of the following units:

- TAEDEL404A *Mentor in the workplace* – an existing elective in the Certificate IV in Training and Assessment. This unit is also included in the current Skill Set for Workplace Supervisors.
- BSBFLM311C *Support a workplace learning environment* – this unit was an elective in the Certificate III in Frontline Management; however that qualification has since been removed from the Business Services Training Package. The future of this unit is uncertain but it may remain in the Business Services Training Package as an elective for the Certificate IV in Business.
- TAELLNxx2 *Identify language, literacy and numeracy issues in the workplace* – this is a proposed new unit that would focus on recognition of LLN demands in the workplace environment and awareness of the LLN skills of workers. It would include basic understanding of the LLN levels described by the Australian Core Skills Framework.
- TAELLNxx3 *Provide support to workers with language, literacy and numeracy needs* – this is a proposed new unit that would provide simple strategies for helping people overcome LLN barriers in the workplace.

During consultation with LLN and other VET practitioners, it was suggested that the unit BSBFLM311C *Support a workplace learning environment* is unnecessary in the Skill Set as the content is largely covered by TAADEL404A *Mentor in the workplace*. Given that the Certificate III in Frontline Management has been discontinued, there is no longer any pathway advantage from the inclusion of BSBFLM311C *Support a workplace learning environment* in the new Skill Set.

The new Skill Set could therefore comprise the following three units:

- TAEDEL404A: *Mentor in the workplace*
- TAELLNxx2: *Identify language, literacy and numeracy issues in the workplace*
- TAELLNxx3: *Provide support to workers with language, literacy and numeracy needs*

Relationship with existing Workplace Supervisor Skill Set

The Training and Education Training Package (TAE10) currently contains a Workplace Supervisor Skill Set. The Skill Set is designed for supervisors and managers involved in developing the skills of their team. The Skill Set is particularly recommended for those engaged in supervising apprentices and comprises:

- TAEASS301A *Contribute to assessment*
- TAEDEL301A *Provide work skill instruction*
- TAEDEL404A *Mentor in the workplace*

LLN practitioners and employers participating in both WELL projects and the Ai Group project have consistently reported that an understanding of LLN issues in the workplace is important for all supervisors and managers. Accordingly, the proposed new LLN units could be added to the existing Workplace Supervisor Skill Set.

However, this option would create further dilemmas. Five units may be considered too large for a Workplace Supervisor Skill Set. Furthermore, LLN units are not currently included in other related Skill Sets (Assessor Skill Set, Enterprise Trainer Skill Set and Enterprise Trainer and Assessor Skill Set). While it may be desirable for people undertaking all of these roles to have an understanding of LLN, the inclusion of LLN units in any of these Skill Sets will be resisted by stakeholders because LLN is not included in the core of the Certificate IV in TAA.

A new Skill Set will need to be created for 'LLN-aware Supervisors'. This new Skill Set will need a name that signals its difference from the current Workplace Supervisor Skill Set. However, the name also needs to convey the sense that LLN awareness is just good practice, not an exclusive and specialist field. *Workplace Literacy Mentor Skill Set* is the title currently proposed.

Feedback from stakeholders

While limited direct feedback was received owing to the timing of the consultation process, the comments that were provided were insightful and have been used to shape the recommendations included in this paper. Feedback addressed a number of specific issues:

Australian Core Skills Framework: A number of respondents stressed the importance of including knowledge about the Australian Core Skills Framework (ACSF) in the proposed unit TAELLNxx2 *Identify language, literacy and numeracy issues in the workplace*. There is a belief among many experienced LLN practitioners and VET stakeholders that the ACSF is a tool that needs to be understood and used more widely; therefore it is important to introduce people to the ACSF through a wide variety of mechanisms. ACSF knowledge would also provide a sound basis for the further development of LLN expertise through the learning and development pathways.

One respondent stated:

I am of the view that the earlier [the ACSF] gets embedded in such activities, the sooner it will be understood for what it is – a benchmarking tool that does not require high levels of skill or education to apply to the workplace.

Use of appropriate workplace language: One respondent suggested that the language used to describe the required supervisor skills, as identified through the Ai Group project, read like they are targeting a VET/LLN trainer making the transition to industry rather than someone who is already in industry. For example, what may be unconventional from a LLN/VET perspective is conventional in industry and VET concepts of 'integrated LLN' are just industry reality. The new units will need to be written in language that reflects industry/supervisor perspectives of the workplace and the LLN demands and issues it

contains. Useful examples of LLN activities in the workplace were provided that could be used to inform the development of the new LLN units.

It was suggested by one respondent that supervisors and mentors working with Indigenous workers/clients would benefit from the development of practical skills in basic low level literacy and numeracy teaching. Rather than the emphasis on VET and LLN systems and abstract educational concepts, the respondent would like to see the Skill Set include particular reference to teaching strategies for people from a non-text culture – letter and number recognition, low level reading strategies, phonetics, basic numeracy concepts and functions.

Numeracy: Respondents have stressed the importance of numeracy in many workplaces – frequently numeracy issues have a greater impact on productivity and effectiveness than language or literacy issues. It was suggested that the new LLN units must include specific mention of numeracy issues and skills and mechanisms for supporting numeracy skill development.

Suitability of Skill Set for Indigenous participants: Respondents were positive about the usefulness of the proposed Skill Set for Indigenous workers, particularly mentioning the potential for use in the Indigenous Employment Program (IEP). It was suggested that the career and learning and development pathways would need to be promoted so that students are aware of the options available to them on completion of the Skill Set and the workplace and job opportunities available after attaining the various IBSA qualifications in the pathway.

To encourage uptake by Indigenous learners it was suggested that there should be promotion and delivery through Indigenous program units in universities or TAFEs where appropriate support is available, such as tutorial assistance, peer support, one-on-one assistance and even transport options. Respondents stressed that many Indigenous learners have English as a second, third or fourth language and limited formal schooling and may therefore struggle with the LLN demands of the Skill Set. One respondent highlighted the fact that Indigenous people have a predominantly oral culture which *'affects all training delivery and means that engaging with written text and abstract numeracy concepts can be very challenging.'*

Nominal hours set in southern States for standard delivery are viewed as inappropriate for Indigenous learners, particularly for those in regional and remote areas where many factors increase training times apart from LLN. These factors include: weather conditions and community accessibility; ceremony and sorry business; family issues, substance abuse and family violence; personal confidence; and the relevance of training to community life.

Culturally appropriate program development, learner support and extended delivery timeframes are needed for the Skill Set to be delivered effectively to Indigenous learners. The importance and sensitivity of pre-entry assessments for Indigenous participants was raised by one respondent. The value of identifying any learning difficulties or support needs prior to course commencement was emphasised, but Indigenous community members can often be discouraged by pre-entry assessment so this needs to be handled in a sensitive and constructive manner.

Usefulness of LLN expertise learning and development pathway: Respondents praised IBSA's introduction of the Vocational Graduate qualifications. The development of a VET learning pathway into LLN specialist qualifications is highly valued both for Indigenous people and for others who have not followed an academic pathway. The new qualifications will provide an opportunity for people who have gained experience through VET and industry pathways to have their LLN expertise further developed and recognised.

However, as one respondent stated:

Assuming Indigenous people are able to achieve TAE the pathway looks fine, but achieving this is a major hurdle....

Indigenous people are looking forward to training delivery by Indigenous practitioners and qualifications, Skill Sets and pathways that bring this aim closer to reality are welcomed, but many respondents feel that Indigenous people will need considerable time and support to progress along the LLN expertise development pathway. One of the major concerns with providing pathways for Indigenous people into training and education roles is the demands of the TAE40110 Certificate IV in Training and Assessment. The qualification is seen as a barrier to many Indigenous people seeking to become trainers and teachers in the adult literacy and numeracy sector.

One respondent suggested that a trainer qualification at AQF Level 3 could provide a pathway for Indigenous people into the Certificate IV and beyond:

A lower level qual may enable Indigenous people to work in a classroom with an experienced teacher and learn literacy and numeracy training skills by modelling and doing – a more culturally appropriate model.

Suitability for workplace delivery: Respondents indicated that the proposed Skill Set would be useful in a number of workplace environments. One respondent suggested that the Skill Set would help enterprise trainers and the supervisors of apprentices to more effectively contribute to the learning of others. Another respondent suggested that the Skill Set should be compulsory for all supervisors because of the importance of being able to recognise and address LLN issues in the workplace.

However, some respondents suggested that the capacity of RTOs to deliver the Skill Set outside of the WELL program may restrict its uptake. Consideration will need to be given to whether the proposed LLN units must be delivered by LLN specialist practitioners.

WELL practitioners suggested that the Skill Set could be used very effectively in WELL training programs to ensure that organisations were able to maintain an awareness and ability to address LLN issues after the completion of WELL training. RTOs offering WELL training would welcome the opportunity to add another training option to the suite of solutions they can offer to employers.

Respondents noted that enterprises are often reluctant to release staff for LLN training, which would be likely to prevent widespread uptake of the Skill Set; but it was suggested that over the longer term greater LLN awareness and capability among workplace supervisors would improve productivity by identifying and solving problems more immediately at the worksite.

Another respondent stated:

I think you are absolutely on track with your plans to start building capacity within the workforce starting with supervisors and frontline managers. Given the indicators of such need within the workplace this is a very positive step.

Piloting: CHARTTES have expressed interest in assisting with testing or piloting of the proposed Skill Set, suggesting that the Northern Territory offers a range of workplaces – public, private sector, remote, urban and regional – where there is a commitment to Indigenous employment.

Recommendations

Project consultations have found support for the development of a LLN Skill Set for workplace supervisors and for the promotion of a VET learning and development pathway into the Vocational Graduate Certificate and Vocational Graduate Diploma qualifications.

Recommendation 1: Develop a Skill Set for LLN-aware supervisors

A Skill Set for workplace supervisors, nominally titled *Workplace Literacy Mentor Skill Set*, should be developed for inclusion in the Training and Education Training Package. The Skill Set should comprise three units of competence:

- TAED404A *Mentor in the workplace*
- TAELNxx2 *Identify language, literacy and numeracy issues in the workplace*
- TAELNxx3 *Provide support to workers with language, literacy and numeracy needs*

The LLN units in the Skill Set will need to be newly developed for a workplace context. It will be important that these units be written from the perspective of the workplace and designed for uptake by mainstream workplace supervisors, not training or literacy specialists.

Recommendation 2: Consider development of a unit for supervisors working with Indigenous people

During development of the unit TAELNxx3 *Provide support to workers with language, literacy and numeracy needs*, IBSA should pay particular attention to whether the unit is able to accommodate the needs of supervisors working with Indigenous people by providing practical skills in low-level literacy and numeracy teaching. It may prove that a separate unit will need to be developed for this purpose.

A separate unit – potentially TAELNxx4 *Provide support to Indigenous workers with LLN needs* – could be packaged into an alternate Skill Set comprising TAED404A, TAELNxx2 and TAELNxx4. The unit may also be useful for packaging with the SkillsDMC unit RILAT401A *Provide leadership in the supervision of Indigenous Australian employees*.

Recommendation 3: Review use of current TAE Skill Sets

IBSA should monitor uptake of the Workplace Supervisor Skill Set currently included in the TAE Training Package with a longer term view to replacing, or merging it, with the new Skill Set. The value of adding one or both of the new LLN units to existing Skill Sets for Enterprise Trainers and Assessors should also be considered in any future reviews.

Recommendation 4: Add new LLN elective to TAA Certificate IV

The proposed new LLN unit, TAELNxx3 *Provide support to workers with language, literacy and numeracy needs*, should be added to the available electives for the Certificate IV in TAA. This option would enhance pathways into the Certificate IV from the new Skill Set (as shown in Appendix D). It would also enable the packaging of a Certificate IV in TAA qualification with a specialist LLN stream – by using TAELNxx3 and TAELN401A *Address adult LLN skills* as the two electives.

Recommendation 5: Add new electives to the Certificate IV in Frontline Management

The proposed new LLN unit, TAELNxx2 *Identify language, literacy and numeracy issues in the workplace*, and the unit TAED404A *Mentor in the Workplace* should be added to the available electives for the Certificate IV in Frontline Management. This option would enhance pathways into Frontline Management from the new Skill Set. It would also make valuable workplace competencies available in general supervisor qualifications, rather than only in those with a training focus.

Recommendation 6: Promote the new Skill Set and LLN pathways

When developed, the new Skill Set should be promoted widely to encourage uptake. Promotion of the Skill Set should emphasise the centrality and value of LLN awareness to workplace supervisor roles. Use of the Skill Set through WELL and IEP training should be specifically encouraged. Promotion of the Skill Set and LLN development pathways for use by Indigenous people will need to also be accompanied by advice on the additional support that may be required for Indigenous learners.

APPENDIX A: Identification of required supervisor skills

Through the Ai Group National Workforce Literacy Project, the following knowledge and skills were identified for supervisors/leading hands in order to ensure that the LLN needs of workers are recognised and supported in the workplace.

An understanding of workplace literacy

- Understanding of inclusive/integrated models of literacy and that literacy is not just the ability to read and write; appreciation of LLN issues as an integral part of the culture of the workplace
- Ability to identify LLN practices (micro literacies/numeracies) that are endemic to the workplace but which may not look like conventional LLN
- An awareness of workers' LLN skills, understanding of ways in which LLN skills can be acquired and basic strategies for identifying LLN issues
- Recognition of how actions and behaviours provide models for others and determine the expectations and performance of others in the workplace

An understanding of training

- Ability to form realistic expectations from training
- Ability to unpack competencies and relate them to specific workplace activities/tasks
- Skills required to supervise log book completion and sign off for apprentices
- Ability to communicate about training requirements

The ability to provide a supportive learning environment

- Understanding of cultural differences and ability to respond appropriately
- Knowledge of adult learning principles, adult thinking and learning styles and learning styles of apprentices
- Goal setting, problem solving and cognitive strategies for learning, including the ability to develop localised tools, strategies, systems, materials and resources within the workplace to enable, promote and develop LLN practices, e.g. identifying opportunities in the workplace for repetition and review, helping workers develop personal word lists and dictionaries
- Ability to analyse the learning environment to identify LLN obstacles

The ability to communicate with people who may have LLN issues

- Strategies for approaching workers with LLN issues respectfully
- Ability to break activities down and give specific instructions in small chunks (both oral and written communication)
- Ability to gauge audience's reading/listening skills and adapt communication accordingly
- Knowledge of genre, understanding of email etiquette and ability to write for an audience – especially, ability to write standard work instructions in plain English
- Ability to use questions to establish prior knowledge of words and concepts and explain where necessary
- Ability to give constructive feedback
- Ability to encourage learning, information seeking and questioning in the learner

The ability to facilitate team-based problem solving

- Leadership, mentoring and coaching skills to model problem solving approaches and allow workers to develop the self-efficacy that is a prerequisite to improving LLN skills.

APPENDIX B: Mapping of identified skills to existing units of competency

Desired skill	Content	Possible unit match
Understanding of workplace literacy	Understanding of inclusive/integrated models of literacy and that literacy is not just the ability to read and write; appreciation of LLN issues as an integral part of the culture of the workplace	New unit: TAELLNxx2 <i>Identify LLN issues in the workplace</i>
	Ability to identify LLN practices (micro literacies/numeracies) that are endemic to the workplace but which may not look like conventional LLN	New unit: TAELLNxx2 <i>Identify LLN issues in the workplace</i>
	An awareness of workers' LLN skills, understanding of ways in which LLN skills can be acquired and basic strategies for identifying LLN issues	New unit: TAELLNxx3 <i>Provide support to workers with LLN needs</i>
	Recognition of how actions and behaviours provide models for others and determine the expectations and performance of others in the workplace	New unit: TAELLNxx3 <i>Provide support to workers with LLN needs</i>
Understanding of training	Ability to form realistic expectations from training	TAEDEL404A <i>Mentor in the workplace</i>
	Ability to unpack competencies and relate them to specific workplace activities/tasks	This may not be appropriate or possible within the proposed Skill Set
	Skills required to supervise log book completion and sign off for apprentices	TAEDEL404A <i>Mentor in the workplace</i> (although log books are not specifically mentioned in the unit, formal relationships with apprentices are included in the range statement)
	Ability to communicate about training requirements	TAEDEL404A <i>Mentor in the workplace</i>
The ability to provide a supportive learning environment	Understanding of cultural differences and ability to respond appropriately	BSBFLM311C <i>Support a workplace learning environment</i>
	Knowledge of adult learning principles, adult thinking and learning styles and learning styles of apprentices	New unit: TAELLNxx3 <i>Provide support to workers with LLN needs</i>
	Goal setting, problem solving and cognitive strategies for learning, including the	TAEDEL404A <i>Mentor in the workplace</i>

	ability to develop localised tools, strategies, systems, materials and resources within the workplace to enable, promote and develop LLN practices, e.g. identifying opportunities in the workplace for repetition and review, helping workers develop personal word lists and dictionaries	and New unit: TAELLNxx3 <i>Provide support to workers with LLN needs</i>
	Ability to analyse the learning environment to identify LLN obstacles	New unit: TAELLNxx2 <i>Identify LLN issues in the workplace</i>
The ability to communicate with people who may have LLN issues	Strategies for approaching workers with LLN issues respectfully	New unit: TAELLNxx2 <i>Identify LLN issues in the workplace</i>
	Ability to break activities down and give specific instructions in small chunks (both oral and written communication)	New unit: TAELLNxx3 <i>Provide support to workers with LLN needs</i>
	Ability to gauge audience’s reading/listening skills and adapt communication accordingly	New unit: TAELLNxx3 <i>Provide support to workers with LLN needs</i>
	Knowledge of genre, understanding of email etiquette and ability to write for an audience – especially, ability to write standard work instructions in plain English	New unit: TAELLNxx3 <i>Provide support to workers with LLN needs</i>
	Ability to use questions to establish prior knowledge of words and concepts and explain where necessary	New unit: TAELLNxx3 <i>Provide support to workers with LLN needs</i>
	Ability to give constructive feedback	TAEDEL404A <i>Mentor in the workplace</i>
	Ability to encourage learning, information seeking and questioning in the learner	TAEDEL404A <i>Mentor in the workplace</i>
The ability to facilitate team-based problem solving	Leadership, mentoring and coaching skills to model problem solving approaches and allow workers to develop the self-efficacy that is a prerequisite to improving LLN skills	BSBFLM311C <i>Support a workplace learning environment</i>

The 'LLN-aware supervisor/manager Skill Set' could potentially include the following four units:

TAEDEL404A *Mentor in the workplace*

- Ability to plan, set goals and problem solve in a structured approach to building a mentoring relationship
- Ability to give constructive feedback, develop learner self-esteem and build learner's problem solving, information seeking and learning skills
- Ability to communicate about learning requirements and form realistic expectations from training
- Ability to maintain confidentiality and develop respect and trust in the mentoring relationship
- Ability to reflect on learning outcomes and benefits from mentoring relationship, including identification of improvements to the process for the benefit of the workplace/organisation

BSBFLM311C *Support a workplace learning environment*

- Ability to support and encourage individual and team access to workplace learning opportunities and promote a learning culture
- Ability to support coaching and mentoring for the development of workplace knowledge, skills and attitudes
- Ability to encourage team members to identify their own learning and development needs
- Ability to negotiate adjustments with training and development specialists to improve the efficiency or effectiveness of learning
- Ability to record, document and report learning outcomes in accordance with organisation's systems and procedures
- Understanding of cultural differences and ability to respond appropriately

New unit: TAELLNxx2 *Identify language, literacy and numeracy issues in the workplace*

- Understanding of integrated models of literacy and the way that LLN issues are an integral part of workplace culture
- Ability to identify LLN practices in the workplace (including those micro literacies/numeracies that are endemic to the workplace and may not look like conventional LLN)
- Ability to analyse the workplace learning environment to identify LLN obstacles
- Ability to use basic strategies to gain an awareness of workers' LLN skills and skill needs
- Ability to approach workers with LLN issues respectfully

New unit: TAELLNxx3 *Provide support to workers with language, literacy and numeracy needs*

- Understanding of ways in which LLN skills can be acquired and ability to develop basic localised tools, strategies and materials in the workplace to promote and develop LLN practices, e.g. identifying opportunities in the workplace for repetition and review, helping workers develop personal word lists and dictionaries

- Ability to gauge audience's reading/listening skills and adapt communication accordingly, using questions to establish prior knowledge of words and concepts and explaining where necessary
- Ability to break activities down and give specific instructions in small chunks in both oral and written communication
- Ability to model LLN skills or behaviour for others in the workplace, e.g. writing work instructions in plain English, email etiquette, writing for an audience
- Basic understanding of adult learning principles, adult thinking and learning styles and learning styles of apprentices.

APPENDIX D: Pathways into the Vocational Graduate qualifications

PROPOSED LLN-aware supervisor Skill Set	Certificate IV in TAA	PROPOSED Diploma in TAA	Vocational Graduate Certificate in Adult LLN Practice	Vocational Graduate Diploma of Adult LLN Leadership
	<i>Core</i>	<i>Core</i>	<i>Core</i>	<i>Core</i>
	TAEASS401A Plan assessment activities and processes	TAEASS501A Provide advanced assessment practice	TAELLN701A Analyse and apply adult literacy teaching practices	BSBRES801A Initiate and lead applied research
	TAEASS402A Assess competence	TAEASS502A Design and develop assessment tools	TAELLN702A Analyse and apply adult numeracy teaching practices	TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response
	TAEASS403A Participate in assessment validation	TAEDEL502A Provide advanced facilitation practice	TAELLN703A Develop English language skills of adult learners	TAELLN802A Research and implement new adult language, literacy and numeracy practices
	TAEDEL401A Plan, organise and deliver group-based learning	TAEDES501A Design and develop learning strategies	TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills	LLN electives
	TAEDEL402A Plan, organise and facilitate learning in the workplace	TAEENV501A Maintain and enhance professional practice	LLN electives	TAELLN701A Analyse and apply adult literacy teaching practices
	TAEDES401A Design and develop learning programs	TAELLN401A Address adult language, literacy and numeracy skills	TAELLN501A Support the development of adult language, literacy and numeracy skills	TAELLN702A Analyse and apply adult numeracy teaching practices
	TAEDES402A Use training packages and accredited courses to meet client needs	LLN electives	TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills	TAELLN703A Develop English language skills of adult learners
	LLN electives	TAELLN501A Support the development of adult language, literacy and numeracy skills	TAELLN706A Lead the delivery of adult language, literacy and numeracy support services	TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development
BSBFLM311C Support a workplace learning environment	TAELLN401A Address adult language, literacy and numeracy skills			TAELLN804A Design programs to develop adult language, literacy and numeracy skills
TAEDEL404A Mentor in the workplace	TAEDEL404A Mentor in the workplace			TAELLN805A Formulate strategy for adult language, literacy and numeracy skill development in a community program
TAELLNxx2 Identify LLN issues in the workplace	TAELLNxx3 Provide support to workers with LLN needs			TAELLN806A Initiate, develop and evaluate adult language, literacy

TAELNxx3 Provide support to workers with LLN needs

and numeracy resources
TAELN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program