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# Chapter 1

## Analysing LLN requirements

Having comprehensive language, literacy and numeracy (LLN) skills is recognised as a key factor in workplace performance.

When providing training and assessment, trainers must first identify the LLN skill levels embedded in the particular training specification they are using by matching them to the levels in the Australian Core Skills Framework (ACSF). Second, trainers need to understand the specific LLN requirements of the workplace they are training learners for. Third, they need to identify the LLN skills that learners bring to training, and identify any gaps between learner skills and what is needed to achieve competence.

In this chapter you will learn about:

- 1A Determining LLN skill requirements of the training specification
- 1B Identifying and analysing the LLN skill requirements for workplace performance
- 1C Using validated tools and other sources to determine learners' LLN skills

# 1A

## Determining LLN skill requirements of the training specification

As a trainer or assessor, you need to understand and consistently apply LLN in your role. Before beginning a program, you must establish the LLN skill requirements of the training specification you are using. These skills feature in some form in every training package and unit of competency, as well as in accredited and non-accredited industry-based courses. Core skills are also fundamental to other training specifications, whether industry-based or from the national training system.

The Australian Core Skills Framework (ACSF) assists trainers and assessors to determine the core LLN skill requirements of a training specification. It is available at:

[www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Documents/ACSF\\_Document.pdf](http://www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Documents/ACSF_Document.pdf).

### Applying the ACSF to learning and assessment

The ACSF has many uses. It is the curriculum and assessment guide for the work of LLN specialist practitioners. However, all trainers and assessors need to be aware of the key concepts of this framework; they need to be able to use aspects of it to support learners' LLN development and to interpret assessment reports of enrolled learners. The following list covers the range of applications of the ACSF:

- The ACSF is used to describe an individual's performance in the five core skills at any point in time and then monitor progress over time. Practitioners can identify a person's areas of strength and need with some precision, then target training to these areas of need.
- HR managers and workplace trainers can use the ACSF when designing communication strategies and developing training for employees at all levels of an organisation.
- Training package developers use the ACSF to ensure that core LLN skills are adequately addressed as part of units of competency within training packages.
- The ACSF provides a standard approach for describing the five core skills as part of workplace competence within training programs.
- The ACSF is used by specialist practitioners to describe core skills performance in a range of settings, map core skills to curricula and describe learner outcomes from accredited programs.
- The ACSF provides a common language to describe adult English language, literacy and numeracy performance across Australia.
- Assessments using the ACSF can be used to refer learners to specialist programs or for additional learning support.
- Data derived from ACSF assessment can be used as a basis for funding applications and accountability processes.

The ACSF is full of technical terms understood by LLN specialists. Trainers and assessors who need to use the ACSF, but are not LLN specialists, will find the best way to access it is through the ‘sample activities’ that are described in the framework under each core skill.

Make sure you understand the key components of the ACSF, as set out in the following table.

ACSF component	Explanation
Five core skill areas	<ul style="list-style-type: none"> <li>• Learning</li> <li>• Reading</li> <li>• Writing</li> <li>• Oral communication</li> <li>• Numeracy</li> </ul>
Five levels of performance	These provide a way of communicating about the complexity of the LLN in training specifications and learners’ skills and are referred to as Performance features. Note that these are NOT the same levels as the Australian Qualifications Framework (AQF).
Four performance variables	These help you identify the factors that make texts and tasks in the workplace and training context more (or less) complex, and help you determine the performance level.
Three domains of communication	<ul style="list-style-type: none"> <li>• Personal and community</li> <li>• Workplace and employment</li> <li>• Education and training</li> </ul>
Sample activities	Sample activities provide examples of tasks in a range of contexts and are grouped according to the Domains of Communication. Sample activities are the easiest way to understand the ACSF for those new to it.

## Core skill indicators of performance

The ACSF core skills are further divided into five performance levels: level 1 being the lowest and level 5 the highest. The ACSF provides a description of the performance indicator for the core skills at each of the five levels. They are numbered according to the core skill using a decimal system where the whole number refers to the level and the decimal component to the core skill (learning is 1 and 2; reading is 3 and 4; writing is 5 and 6 and so on). For example, someone who has demonstrated level 1 in Reading will have achieved both 1.03 and 1.04; someone exiting at Reading level 4 will have achieved both 4.03 and 4.04, as shown in the following tables.

## 1B Identifying and analysing the LLN skills requirements for workplace performance

Training packages describe the skills and knowledge needed to perform effectively in the workplace, but provide flexibility in how the skills and knowledge are learnt. RTO learning plans should balance the level of LLN practices outlined in the training package with the LLN skills required by the learner to perform in a typical workplace.

The LLN skills a learner needs to use on the job are highly dependent on their job role and particular workplace. Learners in a work setting are exposed to the full range of oral and written texts, online systems and industry standard equipment used in the course of routine work. They hear, see and practise communicating within work teams, are part of organisational structures and follow organisational protocols and procedures.

Unpacking the training specification tells you what LLN skills are required to perform competently, but you also need to understand the workplace performance required. Your training and assessment materials should, as much as possible, be based on current workplace documentation and procedures. This means being familiar with the trainees' workplace context and identifying the speaking, listening, reading, writing and numeracy skills routinely used in the organisation. This includes common texts used in the workplace, documents and procedures they have to complete, and specialist terminology used. These activities are then mapped to the ACSF to help design teaching and learning strategies that address LLN demands in the unit of competency and assess them at the appropriate level required for workplace performance.

Be mindful that the LLN used in training delivery is not at a higher level than what is required by the training specification. For example, you need to select the appropriate level of language to explain the theory behind a process and not expect learners to listen to long technical lectures, nor require them to write lengthy reports to demonstrate their knowledge if this is not the LLN level in the training specification and required by their workplace.



Be familiar with the type and level of reading required in a workplace or worksite.

The following table provides some commonly used types of communication.

### Example

Types of communication			
Reading	Writing	Oral communication	Numeracy
Email	Checklist	Telephone	Graph
Letter	Letter	Face-to-face	Thermometer
Procedures	Applications	Two-way radio	Scale
Signs	Specifications	Meetings	Tape measure
Technical reports	Procedures	Interview	Map
Minutes	Minutes	Brief/debrief	Spreadsheet
Report	Electronic presentation	Handover	Database
Message	Report	Presentation	Chart
File/record	File/record		Mobile phone
Plan	Plan		
SMS	SMS		

### Step 5: Analyse the level of complexity of each of the required core skills

Use the Sample activities in the ACSF as a guide to identify the level of complexity required for each of the core skills; for example, at Level 2, an employee may be required to locate specific information from a short text, write a brief message for a fellow worker such as a shift changeover note, enter familiar information into a database using familiar software, report a hazard or problem to a supervisor, keep a record of casual hours of work and enter sales figures.

### Step 6: Identify discrepancies

Look at the level for the LLN core skills indicators you have plotted for the core units in the training specification. Compare these to your analysis of requirements for workplace performance. Identify any discrepancies. For example, are the SOPs in the workplace written at a higher level than is required in the unit? Could they be simplified so the level required is more consistent with other reading tasks for this job role?

## Privacy and confidentiality

Information about a learner's LLN skills is a private and often sensitive matter between the individual concerned and relevant trainers and assessors, and must be treated as such. Assessment information is confidential information. All workplaces, training providers and RTOs and their employees must follow legal and ethical principles relating to privacy and confidentiality. In addition, the VET Quality Framework places privacy and confidentiality requirements on RTOs and their staff.

Privacy and confidentiality are significant concerns for all organisations dealing with personal information. Privacy refers to a person's ability to control access of others to themselves, their space and their possessions, including information about themselves. Privacy also means taking steps to avoid embarrassment and humiliation.

Confidentiality is about data or information rather than people. It refers to managing access to private information. Confidentiality provisions restrict an individual or organisation from using or disclosing information about a person that is outside of the scope for which the information was collected. Confidentiality includes how information is:

- collected and stored, and for how long it is kept
- destroyed when it is no longer needed
- accessed and released to other parties.

Confidentiality refers to both written and verbal information.

Each state and territory has different laws that govern privacy and confidentiality, though the guiding principles are similar. You should be familiar with the main points of legislation that govern the state or territory in which you work. Most states and territories have laws designed to regulate how information is managed in systems like education and community service. The *Privacy Act 1988* (Cth) also protects all personal information handled by businesses.

Further details about privacy can be found on the Australian Government Office of the Australian Information Commissioner website at: [www.oaic.gov.au](http://www.oaic.gov.au).

### Practice task 3

1. List some resources you would use to gather information on the current LLN levels of your learner group.
2. Locate a validated LLN assessment task from the bank developed by Precision Consulting at: [www.precisionconsultancy.com.au/acs\\_framework](http://www.precisionconsultancy.com.au/acs_framework). There are industry-specific as well as generic tasks available.
3. Trial the assessment task with three of your learners.
4. Are there any social or cultural sensitivities you need to be aware of in regard to the three learners or the assessment task?
5. Use the record sheet on the website to record your assessment.



## Chapter summary

1. Language, literacy and numeracy (LLN) skills are a fundamental part of social interaction. They are also integral to training packages and other training specifications. All trainers and assessors should be able to:
  - identify the LLN of the units of competency or specification they use
  - identify and understand the employability and core skills required of workers in workplaces.
2. The Australian Core Skills Framework (ACSF) is the framework for describing the five core LLN skills: language, reading, writing, oral communication and numeracy. It can be used to identify the LLN demands of a unit of competency, qualification or other training specification.
3. The training context also makes demands of learner LLN skills. Trainers need to be able to identify the LLN skills required in a job role in a typical workplace in an identified industry sector.
4. Trainers need to ensure the LLN used in training delivery is not at a higher level than what is required by the training specification.
5. Trainers may use different tools and methods to interpret the existing LLN skills of learners. Validated LLN tools reference assessment tasks to ACSF levels and indicators.
6. It is important to understand the cultural and social sensitivities that may impact learning.

## Assessment activity 2

### Selecting and using resources and strategies to address LLN skill requirements

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may provide alternative or additional assessment activities depending on the circumstances of your training program.

The following table maps the assessment activity for this chapter against the element and performance criteria of Element 2 in *TAELLN411 Address adult language, literacy and numeracy skills*.

Part	Element	Performance criteria
Whole activity	2	2.1, 2.2, 2.3, 2.4

## Purpose

This assessment activity is designed to assess your skills and knowledge in selecting and using resources and strategies to address LLN skill requirements.

## Requirements

To complete this assessment activity, you need:

- access to real vocational learners
- texts and tasks typically found in the workplace
- the relevant training package
- to answer the questions and submit responses as directed by your trainer/assessor/training organisation.

Using the qualification and learner group from Assessment activity 1, complete the following four tasks.

1. List five key resources needed to support LLN skill development for your group and where you might access them. Provide one resource for each of the core skills and describe the process you used to access the resources. You may wish to use a table similar to the following.

Qualification:				
Core skills	Skill to be developed	Resource required	Available from	Process to access resources
Learning				
Reading				
Writing				
Oral Communication				
Numeracy				

- Provide an example of one learning and assessment resource you have customised and a commentary on how you customised the material, and why. You need to:
  - provide background information; for example, the industry sector, qualification/training specification
  - analyse the skill that the material is to develop
  - analyse the skills of the learners for whom the material was to be used
  - provide an assessment of why the material needed to be customised
  - provide a clear indication of how the material was customised.
- Identify the learning support strategies you will use to build learners' LLN skills and why they have been chosen. You may wish to use a table similar to the following.

Core skill area	Learning support strategies	Rationale
Learning		
Reading		
Writing		
Oral Communication		
Numeracy		

4. For two core skill areas, determine at least two assessment strategies you will use and why (identify LLN requirements and learner group requirements). You need to:
- provide background information; for example, the industry sector, qualification/training specification
  - analyse the core skill the assessment applies to
  - analyse the current skills of the learners who are to be assessed
  - provide the assessment strategy to be used, and the assessment materials developed
  - explain why this particular assessment strategy was selected.

Core skill area required	Learner's current skill level	Assessment strategies	Rationale

## Record your foundation skills

When you have completed the assessment activity, make sure you record evidence of how you have developed and applied foundation skills. You may use the table following the final assessment for this purpose. Keep copies of material you have prepared as further evidence of your skills. Refer to the information on foundation skills in Appendix 2 of this learner guide for further guidance.