

TAELLN411

Address adult language, literacy and numeracy skills

Learner guide

TALLN411



Before you begin

This learner guide is based on the unit of competency *TAELLN411 Address adult language, literacy and numeracy skills*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Overview	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
Introduction	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Templates	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the Trainer's and assessor's guide for this unit.
Examples	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations.
Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
Summary	Key learning points are provided at the end of each topic.

Explore a unit of competency

You should unpack a unit of competency and consider each part of the unit to form a picture of what a competent person looks like, how assessment should occur and what evidence is required.

The following table summarises the components of a unit of competency, as defined in the TAE Training and Education Training Package Implementation Guide.

Component feature	What it relates to
Unit of competency	
Title	The title describes the unit outcome.
Unit application	This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.
Prerequisite units	This is an optional field that specifies any unit/s in which the learner must already be competent prior to achieving competency in this unit.
Unit Sector	This field is used to categorise units of competency in relation to industry sectors or types of work.
Elements of competency	Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.
Performance criteria	Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.
Foundation skills	This field describes the language, literacy, numeracy and employment skills that are essential to performance.
Range of conditions	This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous range statement.
Unit mapping information	This field specifies the code and title of any equivalent unit of competency.
Links	This field provides a link to the Companion Volume Implementation Guide.
Assessment requirements	
Performance evidence	Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

Introduction

Address adult language, literacy and numeracy skills

Language, literacy and numeracy (LLN) skills are some of the underpinning and less tangible skills that have an impact on the outcomes of training and assessment.

It is estimated that around half of the adult Australian population do not have the level of LLN core skills for them to adequately do their work or to participate in training. Nearly all workers are faced with continuous retraining to keep up to date with technological developments. In response to various government initiatives, developing the LLN skills of learners at all qualification levels is a fundamental role of all trainers and assessors.

Therefore, for trainers and assessors, LLN is an essential consideration when developing or customising learning programs or when selecting learning materials. Under the LLN umbrella, the Australian Core Skills Framework (ACSF) is a tool for defining LLN issues; for unpacking LLN in the design and delivery of training and assessment; for collaborating with specialists; and for monitoring and reporting program outcomes and processes.

Communication is recognised as a core skill for employment. The underpinning communication skills are referred to as language, literacy and numeracy core skills.

Language, literacy and numeracy skills are embedded in training package units of competency and may be referred to explicitly in the components of each unit. Registered training organisations (RTOs) need to address LLN to comply with the VET Quality Framework (VQF)/Australian Quality Training Framework (AQTF) and to provide equity in delivering training and assessment services.

Trainers and assessors therefore need an understanding of LLN in the training system. They need the skills and knowledge to respond to an RTO's training and assessment strategies; to access specialist LLN support; and to customise learning programs to meet the needs of their client group.

What this learner guide covers

This learner guide *TAELLN411 Address adult language, literacy and numeracy skills* describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.

The unit applies to individuals who teach, train, assess and develop resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

LLN Requirements

Topic 1

In this topic you will learn how to:

- 1A Determine LLN skill requirements of the training specification**
- 1B Identify and analyse the LLN skill requirements essential to workplace performance**
- 1C Use validated tools and other sources to determine learners' LLN skills**

Analyse LLN requirements

Having comprehensive language, literacy and numeracy (LLN) skills is recognised as a key factor in workplace performance, yet that almost half of all Australians aged 15–74 years have literacy and numeracy skills below level 3. Experts believe that skill level 3 is the minimum level for coping with the increasing demands of the emerging knowledge society and information economy.

Streamlined training packages contain a Foundation skills section, which describes the LLN skills and core employment skills required for a worker to be competent in their relevant work role. Most, if not all, work roles, require the use of some level (ACSF level 1 to 5) of each of these macro skills: oral communication (speaking and listening), reading, writing, learning and numeracy skills.

Workers and people who are training for a workplace role, however, bring different skill levels and uneven skill development to their training and assessment for a unit of competency. The ACSF has been developed to provide a nationally applicable, consistent way of describing the LLN and core skills required in work roles, to analyse and describe the LLN skills of individuals and to plan skill development.

Components of the ACSF

The ACSF is full of technical terms understood by LLN specialists. Trainers and assessors who need to use the ACSF, but who 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.

Five core skill areas

- ▶ Learning
- ▶ Reading
- ▶ Writing
- ▶ Oral communication
- ▶ Numeracy

Five levels of performance

These provide a way of communicating about the complexity of 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

- ▶ Personal and community
- ▶ Workplace and employment
- ▶ Education and training

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, as shown below.

For an overview of the five core skills, visit the ACSF website at:

- ▶ www.education.gov.au/download-acsf

Reading indicator by level		
1	1.03	Identifies personally relevant information and ideas from texts on highly familiar topics
	1.04	Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts

Performance variables

A range of factors may influence a person’s performance at each of the five levels. These include the type of support needed, the context, the text to be interpreted and understood, and the complexity of the text. The term used for this collection of factors is performance variables. The following table illustrates performance at levels 1 and level 5.

Level	Support	Context	Text	Task complexity
1	Works alongside an expert/mentor where advice can be provided	<ul style="list-style-type: none"> ▶ Highly familiar contexts ▶ Concrete and immediate ▶ Very restricted range of contexts 	<ul style="list-style-type: none"> ▶ Short and simple ▶ Highly explicit purpose ▶ Limited, highly familiar vocabulary 	<ul style="list-style-type: none"> ▶ Concrete tasks of 1 or 2 steps ▶ Processes include locating and recognising
5	Autonomous learner who accesses and evaluates support from a broad range of sources	<ul style="list-style-type: none"> ▶ Broad range of contexts ▶ Adaptability within and across contexts ▶ Specialisation in one or more contexts 	<ul style="list-style-type: none"> ▶ Highly complex texts ▶ Highly embedded information ▶ Includes highly specialised language and symbolism 	<ul style="list-style-type: none"> ▶ Sophisticated task conceptualisation, organisation and analysis ▶ Processes include synthesising, critically reflecting, evaluating and recommending

You can access training package information at the National Register website here:

- ▶ <http://training.gov.au>

Training specifications

Here is more information about the different kinds of training specifications.

Training packages

- ▶ Training packages provide specifications for training in specific industry areas. Qualifications are packaged through the selection of units of competency at levels determined by the Australian Qualification Framework (AQF). Foundation skills, including LLN, are explicitly embedded in components of units of competency.
- ▶ Trainers and assessors can use the ACSF to map the LLN of the training package using their knowledge of the industry and the training context.

Accredited courses

- ▶ The training specifications of accredited courses follow a similar template for competency-based training and assessment as training packages.
- ▶ There are a number of accredited courses for adult literacy and numeracy and adult English as a second language (ESL) that are approved for use in Australian government-funded programs.
- ▶ Trainers and assessors who have recognised LLN qualifications deliver these courses, which are mapped to the ACSF or report directly using the ACSF indicators as outcome statements. Learners who have completed these qualifications have a validated ACSF report detailing their LLN profile.

Non-accredited, industry-specific learning programs

- ▶ Many organisations offer their own in-house training programs. Trainers and assessors can use the ACSF to map LLN embedded in these training courses.
- ▶ The structure of the training specifications in non-accredited courses is not regulated like training packages and accredited courses, and LLN may be neither embedded nor recognisable. However, courses with significant safety, quality or productivity outcomes place considerable importance on LLN because of its impact on learner interaction with the training and the job.

Accreditation

Training packages are developed by Skills Service Organisations (SSOs) to meet the training needs of an industry or group of industries. Training packages are maintained in line with the National Skills Standards Council's (NSSC) Standards for Training Packages to ensure training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals. These standards apply to the design and development of training packages for endorsement by the Australian Industry and Skills Committee (formerly the role of the now NSSC).



Assessment conditions

LLN in units of competency should reflect, but not exceed, the skills required for the work task a unit represents. Check the assessment conditions to see what material is required for the candidate to read and whether they have to consult with others.



Unpack LLN in a qualification

If a qualification is being delivered, you also need to analyse all the core units in the qualification to get a picture of the minimum LLN core skill levels embedded in the training specification.

Steps to determine the LLN levels of a qualification:

- 1 Cue words**

Using all the information from the unit components, together with your knowledge of the industry and workplace, gather all the cue words and types of communication for each of the core skills. Attach an ACSF level to this list of words you have created.
- 2 Sample activities in the ACSF**

Check your mapping by reading through the sample activities sections in the ACSF (within the Domains of Communication). These are organised by core skills, and then by level. Look at the level you think best matches each core skill; then at levels on either side to confirm your estimate.
- 3 Core units of competency**

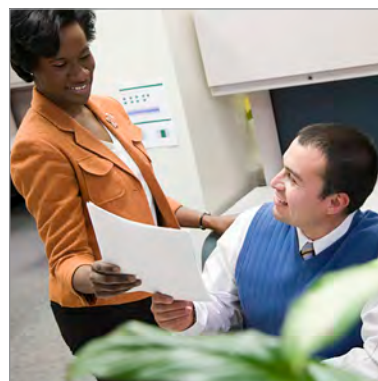
Go through each core unit of competency in the training specification and note ACSF levels for each unit.
- 4 Highest level**

Take the highest level for each core skill; this determines the minimum LLN core skills in the training specification.
- 5 Confirm if necessary**

Until you become accustomed to determining LLN levels, or if you are uncertain of which level to apply, you can have an LLN specialist confirm your analysis.

An overview of identifying LLN core skills

You now have a process for identifying LLN core skills using the ACSF in training specifications taken from training packages, accredited courses or other specifications. In other words, you know the minimum level of reading, writing, oral communication and numeracy skills a learner needs to participate and to be able to demonstrate competence. As you use the ACSF more frequently this process becomes easier. Until you become experienced, in-house or external consultant LLN specialists can provide assistance.



Example

Determine LLN skill requirements of the training specification

Peggy works for Best Care Aged Care, which is a residential facility, and is planning for the delivery of Certificate III in Individual Support (Ageing).

Peggy selects the unit on personal care and analyses the components of the competency. She has worked as a trainer in the industry for some time; from her collection of samples of typical workplace documentation, she identifies the cue words and records the communication required. Peggy then looks at the sample activities in the ACSF and locates similar activities. She notes the level for each of the core skills. It isn't always easy or clear but she uses her workplace knowledge to help make the judgment.

She uses the same process to analyse all the core units of the certificate. Having completed the analysis, Peggy then collects the information and compares it with the ACSF. Peggy uses her notes on the units and her industry knowledge to determine the LLN core skills levels using the ACSF for this particular qualification.

Communication required in CHCCS011 Meet personal support needs

Reading	Writing	Oral communication	Numeracy
Individualised plan	Make notations in the person's plan	Discuss and confirm the person's own preferences for personal support in a positive way	Basic math functions – addition, subtraction multiplication and division
Organisational policies, protocols and procedures	Complete workplace forms and records according to organisation policy and procedures	Provide the person with information to assist them in meeting their own personal support needs	Solve problems of limited difficulty
Charts		Report more-complex problems to a supervisor	
		Clarify information with the older person and supervisor	
		Follow instructions	
		Seek support	
ACSF 3.03, 3.04	ACSF 3.05, 3.06	ACSF 3.07, 3.08	ACSF 2.09, 2.10, 2.11

Activity 1

Unpack the LLN in a qualification.

1. Download a core unit from your choice of qualification from <https://training.gov.au>. Choose a unit that has relevance for you in your training and assessment role. Analyse the foundation skills of core units.

2. Read each component of the unit for the core units and list the key words that indicate communication and numeracy. Ask your trainer for the 'Communication and numeracy key words' template. Aspire has included relevant templates in its *Trainer's and assessor's guide* for this unit. Find the section with sample activities for each core skill at each level (Domains of Communication).

Qualification:				
Unit:				
Reading	Writing	Oral communication	Reading	Writing

Summary

1. 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 have an impact on learning.

2A Identify, customise and use learning and assessment materials to support LLN skill development

International research, including that published in relation to the Programme for the International Assessment of Adult Competencies (PIAAC) has established that, for adults to be successful in the workforce, they need to have core skills that include:

- ▶ a capacity to speak, listen, read and write in Standard Australian English
- ▶ numeracy skills
- ▶ an ability to engage in problem-solving.



Learning and assessment activities must be designed to cater for people with different language, education and work experience, ensuring that the training is accessible to all learners; that is, selecting training materials and strategies that learners can participate in and learn from.

To identify appropriate learning and assessment resources and customise the training for a group of learners, you need to use your knowledge of the ACSF and your analysis of the qualification and learner profiles to help you shape the organisation's learning strategy.

Each training situation and learning group is unique, requiring you to adapt or customise training resources and strategies to each new group of learners and each delivery context.

Remember that the level of LLN in training and resources should not exceed the level of LLN in the training specification.

Determine LLN learning goals

Drawing together the information about LLN in the training specification, training context and the learner group allows you to plan your delivery. Having clear learning objectives for LLN within a training plan helps you select materials and strategies to support learners.

RTO trainers develop learning plans based either on a single unit of competency or by analysing the underpinning skills and knowledge of a cluster of units. Among clustered units, there is usually some duplication in the foundation skills required for competence. It is useful at this point to review the information about the level of reading, writing, oral communication and numeracy determined using the ACSF for the units of competency being delivered. In addition, considering factors related to workplace performance helps determine resources and strategies that can be used to develop these skills.

Training package support materials

Training packages include a number of components. In addition to endorsed components – units of competency, qualifications and assessment guidelines – there are also training package support materials to support the delivery and assessment of training and assessment. The responsibilities of Industry Skills Councils (ISCs) were passed to Skills Service Organisations in 2016. Training support package materials remain on some ISC sites but you will need to conduct research independently as the sector is going through a period of change.



Foundation skills guides exist for some training packages, such as the one at:

- ▶ www.cshisc.com.au/media/241341/HLT_Foundation_Skills_Guide_R1.2.pdf

LLN-specific resources

At the time of publication, LLN-specific resources could be located through the following organisations:

Literacy Net

The Commonwealth Government Literacy Net webpage contains LLN resources developed for the former WELL program, including industry contextualised resources.

- ▶ www.education.gov.au/literacy-net

Service Skills Australia

The Service Skills Australia website is devoted to the development of LLN in service industry training.

- ▶ www.takingthelead.com.au

NCVER

The National Centre for Vocational Education Research (NCVER) maintains VOCEDplus, a database covering vocational education and training research, policy and practices, training systems and published statistics.

- ▶ www.voced.edu.au

ACAL

The Australian Council for Adult Literacy (ACAL) is the peak body for LLN practitioners in Australia and has affiliated bodies in each state and territory. It provides professional development conferences and support.

- ▶ www.acal.edu.au

Text-based resources

When using text-based materials and resources to support learning, learners with lower levels of reading may need support to access lengthy, technical or abstract text with a complex structure. Use the ACSF to check the reading level of the text.

Do not expect learners at ACSF levels 1–3 to work independently to complete a learner guide without guidance or adaptation. Note the ACSF recommendation for the support required at this level.

Here are some tips to help learners access training materials.

Procedural text

Learner guides are procedural texts, so take learners through the learner guide to show them how it works and what the symbols mean, and provide explicit instruction on how to read a procedural text.

Adapt within copyright

Locate texts and exercises that meet learner needs and your needs as a trainer, and copy or adapt them within the rules of copyright.

Provide context and introduce material

When using industry or trade textbooks or technical texts, look for suitable chunks of text that cover the content of your training. Before introducing the text, talk about the content by drawing out existing learner knowledge of the topic and introduce new vocabulary in conversation and visually. Display text on an overhead projector or by data projector and read the text with the learners. The strategy is to talk about the content, relate it to the learners' experiences in the workplace if possible and/or illustrate it with visual information.

Vocabulary exercises

Introduce new technical terminology in manageable chunks, with word lists of no more than six words at a time. Do some exercises to match words, such as linking words with meanings, cloze exercises or fill-in-the-blanks (numeracy). Cloze texts are reading passages that have words systematically left out, requiring the learner to supply the correct missing words. It is often the same type of word that has to be supplied; for example, a reading passage for hospitality training where learners have to supply the names of pieces of equipment.

Writing can complement reading

Read some sections aloud together, discuss them and rewrite them as a group.

Model language

Model the language; talk about what you would say in answer to a question and complete written answers as a group exercise to begin with. Provide the stem for the answer or give the answer and turn it into a fill-in-the-blanks exercise.

Practice is part of learning

Provide extra exercises so learners can practise before they get to assessments.

Example

Identify, customise and use learning and assessment materials to support LLN skill development

A trainer, Peggy, identifies the LLN goals for training a group of personal carers in CHC33015 Certificate III in Individual Support after completing the necessary preliminary work such as collecting examples of workplace documentation. She maps LLN core skills, with the exception of numeracy, at Indicator 3 level.

Peggy also looks at all the enrolment details and referral information, checking any ACSF results to see what core skills learners have and how these compare with her understanding of the characteristics of the aged care workforce.



Of the 20 learners enrolling in the qualification, over half do not have the oral communication skills at the level they need; for example, to assist the person to understand their rights and complaints mechanisms of the organisation, which, depending on circumstances, is likely to require ACSF 3.07 and 3.08 indicator levels of oral communication skills. Peggy goes back to the ACSF to work out learning goals for oral communication, the critical core skill for this work. She looks at the sample activities within the Domains of Communication.

Peggy then works out her LLN learning goals for oral communication and starts to develop support strategies to put into a learning plan. One of the goals she formulates is that learners will develop competency in 'Give a verbal report to supervisor'. She checks a resource developed to address workplace communication needs of culturally and linguistically diverse personal care workers in the aged care industry, taking care to see if it includes any exercises that can assist learners to develop skills to meet their learning goals. She finds that it does have material on handover reports. It is aimed at learners studying a lower ACSF level than her group and was first published more than 10 years ago. With the assistance of an RN at the facility, Peggy adjusts the material to suit current work practices and terminology and select relevant sections for learners to study independently as well as practise in pairs. Peggy will acknowledge the source of the material and obey copyright laws.

Peggy also plans to discuss the possibility of learners being enrolled in an appropriate oral communication skills unit from the FSK Foundation Skills Training Package alongside their primary certificate.



Topic 4

In this topic you will learn how to:

4A Seek and evaluate feedback and determine areas for improvement

Evaluate the effectiveness of LLN learning support and assessment strategies

Trainers need to seek feedback on their learning plan and activities from learners, workplaces and RTO supervisors. They also need to critically evaluate their own plans, organisational and facilitation skills and their choice of resources and strategies.

This information helps improve the program in the future and can contribute to the continuous improvement of policies and procedures.

Informal feedback from learners

Feedback from learners is vital and should be gathered informally (usually verbally) throughout a program, and formally at the end (usually through written evaluations).

To obtain feedback as part of a continuous improvement process, gather feedback from learners at different points throughout the program by asking questions related to what has been covered in the program.

Open-ended questions such as how has the program helped you may identify positive learning that has occurred, such as increases in confidence and in undertaking further study.

Questions for learners could include:

- ▶ What was the most difficult or easiest part of learning for you?
- ▶ Did working on your reading skills help with any reading you had to do for (insert vocational task)?
- ▶ Is there a time when the numeracy skills we practised were useful outside class time?
- ▶ What difference has the LLN program made to you?

Review your own practice

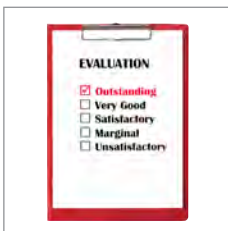
It is important to constantly evaluate and review your own practice based on feedback you receive. At the end of each session, note feedback about specific sessions and activities. You can do this by following the steps below.

Review process



Questioning

Seeking indications of satisfaction with LLN components following specific sessions using questioning.



Qualitative feedback

Collect qualitative feedback about the impact of LLN strategies in the overall program delivery; for example, rate different types of sessions and activities and establish why learners think they were effective, engaging or enjoyable.



Reflection on groups and sessions

Note how successful activities are with particular groups; for example, were goals met, was more time needed, were activities and resources fit for purpose, and were there any barriers to participation?

Determine areas for improvement

After evaluating the information received from a range of sources, you need to identify where you can make improvements. Focus on determining areas of improvement for building LLN into your training and assessment of vocational competencies, and improving your personal work practices.



Determine areas for improvement of LLN aspects of the learning program

Feedback on the LLN support provided should allow you to draw conclusions about which aspects of the program need further improvement. Collate the information you receive into areas you want to focus on such as those below.

Planning

- ▶ Planning; for example, is more analysis of social and cultural sensitivities required as part of the planning process?

Delivery

- ▶ Delivery; for example, would changing the way support is integrated (such as team teaching instead of additional individual support) work better?

Resources

- ▶ Resources; for example, is there the need for more evaluation of reading manuals and texts for their level of complexity? Should you use different strategies to scaffold learners?

Assessment materials

- ▶ Assessment materials; for example, do you need to check the wording of assessment materials to ensure they are clear? Do you need to use these more flexibly to suit the needs of individual learners, such as more targeted oral questioning?

Determine areas for improvement of personal practices

Thinking about outcomes from your training and assessment often highlight areas of your own professional practice that may need improvement. For example, learning more about the ACSF, getting better at identifying LLN needs or knowing what specialists to call on.

Opportunities for developing your skills could include:

- ▶ mentoring support from an LLN specialist practitioner
- ▶ attending events and conferences conducted by professional associations; for example, VISTA Association for VET professionals, Adult Learning Australia or ACAL