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TAELLN401A Address adult language, literacy and numeracy skills

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

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

**Elements of competency**

There are 3 “elements of competency” in this unit. Elements describe the essential outcomes of a unit of competency.

They are:

1. Determine the core LLN requirements of the training
2. Access specialist learning support
3. Customise program to develop core LLN skills

**Required Skills**

In order to effectively perform the elements of competency, you will need to use certain skills. These are the Required Skills for the unit. They are stated as follows:

1. Language, literacy and numeracy skills to:
   - deliver effective training and assessment
   - analyse and apply the Australian Core Skills Framework (ACSF) at a level appropriate to the outcomes of the unit
   - make judgements about the LLN requirements of learner skill levels and training
   - communicate with other professionals about LLN requirements
   - liaise with personnel, including managers or supervisors, from the training and/or assessment organisation
   - interpret a wide range of documents

2. Self-management and organisational skills to meet the LLN requirements of learners

3. Interpersonal skills to:
   - encourage learner development
   - demonstrate sensitivity to cultural issues

**Required Knowledge**

In order to effectively perform the elements of competency, you will need certain knowledge. This is the Required Knowledge for the unit.

1. Definitions of core LLN skills, according to the ACSF
2. methodology for determining skill levels using the ACSF
3. national policy on the integration of LLN into training package competencies
4. legislation and codes of practice, for example:
   - equal opportunity legislation
   - privacy legislation
   - organisational requirements
5. OHS relating to the work role, including:
   - reporting requirements for hazards
   - emergency procedures
   - safe use and maintenance of equipment
   - sources of OHS information
   - OHS obligations of employers and employees, including supervisors

**Evidence of Competency**

In order to demonstrate your competency, you will need to provide evidence. These are the Critical Aspects of Evidence for the unit.

1. Address core LLN issues in training and assessment practice on at least two different occasions
2. Provide evidence that includes:
   - Documentation setting out activities, resources and individual learning plans for a particular learner
   - Third-party observations of the candidate with a range of learners
   - Documentation of the use of the ACSF to determine LLN level
The ACSF and Core LLN Skills

In the context of this unit of competency, we need to be able to define Core LLN Skills in 2 ways:

1. Core skills, as described by the ACSF
2. Range of learning, reading, writing, oral communication and numeracy skills required to participate in work and the wider community

For both of these, the ACSF is the main tool that we need to understand and use effectively.

ACSF is the acronym for the Australian Core Skills Framework. This can be accessed from the web site of the Australian Government Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE).

The web address is http://www.innovation.gov.au. The full ACSF can be downloaded from this site as a Word or pdf document.

There are 5 core skills defined in the ACSF. They are:

1. Learning
2. Reading
3. Writing
4. Oral communication
5. Numeracy

These are seen as basic skills that every person needs in order to participate effectively in society – the community generally and the workplace.
The ACSF sets standards (or benchmarks) by which these skills can be evaluated and reported on. It is broadly based upon the National Reporting System (NRS).

The National Reporting System (NRS) is a national mechanism for reporting outcomes of adult English language, literacy and numeracy programs. It can be accessed on the internet at [http://www.nrs.deewr.gov.au/nrs](http://www.nrs.deewr.gov.au/nrs). The NRS is primarily a reporting tool, whereas the ACSF has much broader uses.

The ACSF defines **3 domains** where the 5 core skills are required:

1. Personal and community
2. Workplace and employment
3. Education and training

As VET professionals, we are concerned with how the core skills are identified and applied in the workplace and in the learning domains.

The ACSF defines **4 performance variables**. These are factors that will influence a person’s performance.

1. Support
2. Context
3. Text complexity
4. Task complexity

Within this framework, the ACSF then defines 5 levels of performance for each of the core skills. Level 1 is the lowest and Level 5 is the highest. The definitions are detailed and provide us with tools and techniques that we can use to evaluate a person’s ACSF level.

Each level of performance is described in 4 ways:

1. Indicators
   statements that provide an overview of exit performance at each level

2. Focus Areas
   the strands within each indicator against which Performance Features are organised

3. Performance Features
   detailed descriptors of what an individual is able to do at each level

4. Sample Activities
   specific examples of what a person may be able to do at a particular level of performance within each of the Domains of Communication.
Why use the ACSF?

Why use the ACSF?

- Responsibilities of a VET Professional
  - client focused and flexible
- Training Needs Analysis
  - should incorporate core skills evaluation
- LLN Specialists
  - to build / support core skills where necessary
- Learning Program
  - modified, customised, contextualised to develop core skills

As VET Professionals our role involves:

- Designing learning programs for adult learners in order to prepare them for a workplace role.
- Supporting the learning to achieve competency
- Using our expertise to assess whether a person is competent, either through a learning and assessment pathway or through an assessment only pathway (RPL).

Under the VET Quality Framework we have a responsibility to provide client focused, flexible learning and assessment. First and foremost we have a responsibility to support the client to achieve competency. This means our first step is Training Needs Analysis.

Training Needs Analysis is always essential – not just where you consider the client may have low LLN levels or English as a Second Language (ESL). You need to be sure that your client has the core (underpinning) skills to undertake the learning and achieve competency. If the core skills are lacking, then you are breaking one of the cardinal rules of the VET Quality System by creating a situation which will disadvantage the client.

So before you design the learning program for a client, you need to evaluate their core skills and determine whether they are at the level required for the program.

If core skills are lacking, your responsibility under the VET Quality Framework is to advise and support the client. Your own RTO may not have LLN specialists and you may not be able to provide the support in-house. This is why VET Professionals need to collaborate and co-operate together. You should be able to recommend an approach for the client so that they can achieve their goals.
If there are gaps in core skills and you believe that you can bridge them during the learning process, then you will need to customise the learning program so as to ensure that these are incorporated.

When it comes to assessing competency, you will need to know the types and levels of core skills that are relevant for a particular unit of competency. The ACSF also gives some guidance here.

**Note:** Training Packages are changing and evolving. There is a plan for them to be "streamlined". Part of this plan includes replacing Employability Skills with Foundation Skills. The Foundation Skills will incorporate ACSF levels. To keep up to date on developments, visit the web site of the Innovation and Business Skills Industry Skills Council (IBSA) [http://www.ibsa.org.au/](http://www.ibsa.org.au/).
Making sense of the ACSF

The Indicators shown on the slide are the same for every level. Effectively they are a statement of the type of performance we are looking for. Each Indicator has its own number.

An individual's level in the ACSF is described as 'exit level'; that is, a person is able to demonstrate what is required at that level.

So, for instance, if a person performed at Level 4 for Oral Communication / Speaking, this would be recorded as Indicator Number 4.07.

The following information is extracted from various tables in the ACSF, in order to show you how the indicators for Level 1 are applied to each of the Core Skills.

<table>
<thead>
<tr>
<th>Core Skill Type</th>
<th>Code</th>
<th>Indicator explanation at Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>1.01</td>
<td>Demonstrates some awareness of self as a learner</td>
</tr>
<tr>
<td>Learning</td>
<td>1.02</td>
<td>Takes first steps towards developing explicit learning strategies</td>
</tr>
<tr>
<td>Reading</td>
<td>1.03</td>
<td>Identifies personally relevant information and ideas from texts on highly familiar topics</td>
</tr>
<tr>
<td>Reading</td>
<td>1.04</td>
<td>Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts</td>
</tr>
<tr>
<td>Writing</td>
<td>1.05</td>
<td>Conveys a simple idea, opinion, factual information or message in writing</td>
</tr>
<tr>
<td>Writing</td>
<td>1.06</td>
<td>Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.07</td>
<td>Gives or elicits basic information in a short, simple spoken context</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.08</td>
<td>Listens for basic information in short, simple oral texts</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1.09</td>
<td>Locates and recognises key mathematical information in simple activities or texts</td>
</tr>
</tbody>
</table>
Core Skill Type | Code | Indicator explanation at Level 1
--- | --- | ---
Numeracy | 1.10 | Uses simple mathematical and personal problem solving strategies in highly familiar contexts
Numeracy | 1.11 | Uses everyday informal oral language or highly familiar written representation to communicate simple mathematical information

The ACSF tables contain helpful information for each indicator code that you can use to assess the levels.

-Assessment Task 1

Now refer to your assessment task workbook and complete the task.

For this task you need to demonstrate
1. Using the ACSF to determine core LLN skill requirements in relation to a training specification (qualification) and training context
2. Analysing and applying the ACSF to unit outcomes
3. Making judgements about LLN requirements of learner
4. Interpreting ACSF document
5. Documenting the 5 core LLN skills
6. Using relevant methodology to determine skill levels using the ACSF