Implementation guide

Address adult LLN skills

from TAE40116 Certificate IV in Training and Assessment

TAELLN411
Address adult language, literacy and numeracy skills

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Version control & document history

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Contents

About this document

> **This document contains important information
> for RTOs and TAE trainers**
>
> It explains how to schedule and deliver the program:
> Address Adult Language, Literacy and Numeracy Skills

What to do

RTOs, read the first part of this document. It contains important information about how to schedule this program, and about the resources needed to deliver it.

TAE trainers, read this entire document. In addition to the information described above, it contains detailed session plans and activity scenarios you may use to deliver this program.

! **Our resources support a range of training and assessment strategies**

The plans outlined in this implementation guide describe one way—that works—to deliver this program. Your RTO may modify the plans provided to suit your own training and assessment strategy.

Questions?

Contact your RTO or Blackwater Projects if you have queries. Reach Chemène Sinson from Blackwater Projects on:

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General information

Materials that support this program

In addition to this **implementation guide**, Blackwater Projects has developed the following resources to support delivery of this program:

Learning materials

Participant manual	➡	Contains information and examples of work relevant to this unit
PowerPoint	➡	Contains visual aids and slide notes that the TAE trainer may find useful

Assessment materials

Assessment booklet	➡	Word document for participants: contains all assessment tasks for this cluster
Assessment marking guide	➡	Contains important information for TAE trainers and assessors.
Assessment competency map	➡	Matrix that shows the alignment between assessment tasks and unit requirements.

Get ready for program delivery

Pre-work or pre-program information for participants

As part of your pre-program information, invite participants to bring to training:

- (if desired) **a device**—e.g. laptop or tablet device with capacity to read pdf documents and edit Word documents

  If participants bring a device, you have the option of providing reference materials in pdf format. If they don't bring a device, provide hard copy materials.

- (needed for LLN Task 1)
  a copy of one unit of competence (and its assessment requirements) that is relevant to their industry or area of expertise.

  If participants do not (or cannot) bring a unit—
  Select a unit of competence and its assessment requirements and print one copy per participant, ready for use during training.

Materials and other resources to prepare

Participant materials

Materials to provide in soft copy (Word)
We suggest that you provide these before or at the start of training

Assessment booklet ➡	Participants will need the assessment booklet to complete and compile assessment tasks after the conclusion of training
	A suggestion… During training, provide a hard copy handout that lists assessment tasks, so participants can refer to them throughout training.

Materials to provide in hard copy or pdf

Participant manual ➡	Provide as a reference during training.
Handout (if needed) ➡	Copy of a unit and its assessment requirements—needed to complete LLN Task 1

Materials for TAE trainer use

Assessment tools: Instructions for use	➡	If this is the first time you are using Blackwater Projects' products, take a moment to read this document. It contains essential information and instructions about how to use the Assessment Booklets. Download it from the free downloads portal on our website: blackwaterprojets.com.au > TAE resources > free downloads
Assessment Marking Guide	➡	You must have a copy of the Assessment Marking Guide to hand for easy reference throughout training—ensure that feedback and guidance you give participants throughout training complies with information in this guide. Ask your RTO for a copy of this document
PowerPoint slide notes (optional)	➡	If desired, print the slide notes for this program and refer to them throughout training.

Reference materials

For optional use—we recommend you have these available for reference

Australian Core Skills Framework	➡	Down a pdf of the ACSF from: https://www.education.gov.au/download-acsf (accessed 24.10.2016)
National Foundation Skills Strategy for Adults	➡	Download a pdf of this document from: https://www.education.gov.au/national-foundation-skills-strategy-adults (accessed 24.10.2016)
Standards for Registered Training Organisations (RTOs) 2015	➡	Download this document from: https://www.comlaw.gov.au/Details/F2014L01377/Download (accessed 24.10.2016)
Miscellaneous examples of LLN assessment tools	➡	Download from various sources, including: http://www.precisionconsultancy.com.au/acs_framework/ (accessed 24.10.2016)

Venue requirements

If delivery is face-to-face, you will need:

1	Safe, comfortable venue equipped with: ● Computer (with internet access) and data projector ● Whiteboard, markers and eraser ● (optional) Chart paper and stand, with flip chart markets
2	Photocopier available close by, if needed
3	(nice to have) Music playing capability

Participant numbers

This program is ideally suited to a group of **5-16 participants.** Groups larger than 16 are not recommended.

Scheduling and timing

This program module has been designed as a **1 x 8-hour training day.**

Scheduling can easily be modified to suit your circumstances, but ideally the total number of training hours should not be reduced unless participants have existing relevant skills or knowledge.

> **!**
>
> **Alternative option that may affect your scheduling decisions— Schedule time another day for participants to complete the final assessment task (LLN Task 6) during training time**
>
> If you stick to the one-day format, participants complete LLN Task 6 on their own time, after the conclusion of training. Another option is to add a second training day and invite participants to return and complete LLN Task 6 during class time. You could do this in either of two ways:
>
> ● (if delivering this unit as a stand-alone program) Add another training day
>
> ● (if delivering this unit as part of the Certificate IV TAE) Allocate some time at a subsequent training day when participants can complete LLN Task 6.

Program overview

This program in context

> **You may offer this program as stand-alone training,**
> **or as part of the Certificate IV in Training and Assessment**

The table below shows how Blackwater Projects has clustered the 10 units that make up TAE40116 Certificate IV in Training and Assessment. If delivering the entire TAE40116 qualification, you may deliver each cluster in any order.

Table: TAE40116—clustering model

Cluster	Units covered
1: **Designing Learning**	● TAEDES401 Design and develop learning programs ● TAEDES402 Use training packages and accredited courses to meet client needs
2: **Address adult LLN skills**	● TAELLN411 Address adult language, literacy and numeracy skills
3: **Delivering Training**	● TAEDEL401 Plan, organise and deliver group-based learning ● TAEDEL402 Plan, organise and facilitate learning in the workplace ● BSBCMM401 Make a presentation (elective)
4: **Workplace Assessment**	● TAEASS401 Plan assessment activities and processes ● TAEASS402 Assess competence ● TAEASS403 Participate in assessment validation ● TAEASS502 Design and develop assessment tools

Assessment

Essential reading for the TAE trainer and assessor

Please read:

1	Assessment tools: Instructions for use (covers all assessment tools)
2	TAELLN411 Assessment booklet— Includes assessment tasks & **Assessment Guide** (for participants & assessors)
3	TAELLN411 Assessment marking guide
4	TAELLN411 Competency map (reference only)

Assessment tasks for this program

Assessment tasks for this program are:

Task	Task Description	When completed	
		During training	**On own time**
LLN Questions	4 questions		✓
LLN Task 1	Identify LLN skills needed to perform a workplace task	✓	
LLN Task 2	Identify a learner's LLN needs	✓	
LLN Task 3	Select instructional and assessment strategies that address identified needs	✓	
LLN Task 4	Customise learning resources	✓	
LLN Task 5	Work with LLN specialists	✓	
LLN Task 6	Select, use and review LLN support strategies		✓

After training concludes, participants compile all tasks and submit to the RTO as one portfolio

As the TAE trainer, your job is to:

● Brief participants on <u>all</u> assessment tasks for this program—tasks to be completed during training time and tasks to complete after the conclusion of training

● Administer any assessment tasks to be completed during training time.

Training plan: overview

The overview below is based on a standard 8-hour day—e.g. 9:00am – 5:00pm

Day 1

1. Welcome and introduction

2. LLN and VET

3. Australian Core Skills Framework

4. Address adult LLN skills

   - Identify the LLN skills needed to perform in the workplace (Includes **LLN Task 1**)

   - Identify learners' LLN needs (Includes **LLN Task 2**)

   - Select instructional and assessment strategies that address identified LLN needs (Includes **LLN Task 3**)

   - Customise learning resources (Includes **LLN Task 4**)

   - Work with LLN specialists (Includes **LLN Task 5**)

   - Review and evaluate effectiveness of the LLN support provided

5. Summary and next steps
   (Includes discussion of **LLN Task 6**)

end of program

Detailed session plans

Notes to TAE trainers

Detailed session plans are intended as a guide only. There are many ways to train this material well.

Plans in this guide indicate when content is supported in the manual, PowerPoint presentation, or learning activities booklet for this program.

We have referred to pages within the manual or learning activities booklet by title. We haven't referred to specific page or slide numbers, as these references often go out of date quickly.

Key

Ppt	PowerPoint	**LAB**	Learning activities booklet
CP	Chart paper	**AB**	Assessment booklet
Manual	Participant manual	**HO**	Handout

Day 1

Preparation

TAE trainers, use this space to write your personal notes about preparation:

Session & activities	Time & Resources
WELCOME AND INTRODUCTION	**30 min** 9:00-9:30am

● **Welcome and introductions**
 	
 ● **Housekeeping:**
 	
    – WHS to include:
       ▪ Emergency evacuation
       ▪ What to do if first aid is needed
       ▪ Other venue-specific information as needed
 	
    – Program expectations (ground rules)—may be 'presented' or done as a group activity
 	
    – Schedule for day, including lunch and other breaks
 	
 ● **About this program**—Confirm the unit/s covered (show slide)
 	
 ● Go through **learning outcomes** for this program
 	
 ● Give time for participants to consider **personal objectives.**
 	
 ● Conduct an engaging 'introduction' / **warm-up** activity of choice.
 	
 ● **Program resources**—distribute participant resources and go through briefly. Emphasise that:
 	
    – Manual contains all information needed for this program—will be looked at briefly throughout training and will be useful as reference when completing assessment tasks after training
 	
    – Assessment Booklet contains all assessment tasks—on this program we'll complete most tasks during training time.
 	
 ● **Assessment requirements**—overview
 	
 ● **Program overview** (agenda)
 	
 ● **Establish ground rules** as desired
 	
 ● Check for questions before moving on.
	Ppt:
	 ● Program welcome
	 ● Housekeeping
	
	 Ppt—Unit/s covered
	
	 Ppt:
	 ● Learning outcomes
	 ● Tell us about you
	
	 Participant resources
	
	 Ppt—Assessment
	
	 Ppt—Our Journey

LLN and VET	**30 min** 9:30-10:00am
Give a preview of session (use *LLN & VET intro* slide) **What is VET?** Confirm that VET means vocational education and training—i.e. training that helps people do a job. **VET Check** ● Show Ppt VET Check ● Participants work in groups to discuss which VET terms they understand. ● Participants present what they understand and what they don't. ● Debrief by going through all terms. Emphasise terms that are relevant to LLN. These are:	Manual—LLN and VET Ppt: ● 1. LLN&VET title slide ● What is VET? ● VET Check

Session & activities	Time & Resources

–   AQF: Australian Qualifications Framework
    –   Training packages: Where our training benchmarks come from
    – ACSF: We'll cover this shortly.	

What are L, L & N? Present descriptions of L, L and N using PowerPoint. Key points: ● it's hard to come up with universal definitions of L, L and N ● context is VERY important: LLN is about 'functionality'—the ability to operate and function in the various environments (personal, professional and community-based) in which people operate.	Manual, plus Ppt—What are LL&N?
Foundation skills and LLN Discuss key differences between Foundation Skills and LLN. Refer to information in manual and on Ppt as needed. **Why is LLN important?** Show slide—Why is LLN important—and discuss phrase, "LLN is in everything we do". Show example of how LLN is embedded in the job of a call centre technical support person (in manual).	Manual plus Ppts: ● Foundation Skills ● Why is LLN important?
Why is LLN an issue in VET? Go through PowerPoints (info is also in manual) to explain why LLN is being so strongly focussed on in VET at the moment. Emphasise that there are three main reasons why LLN is an issue 1. Around half of working age Australians have LLN problems (studies and statistics prove this) 2. Low LLN is affecting industry (Employers have reported this) and 3. In the future, Australians will need even higher LLN skills to meet demands of future workforces (AWPA modelling shows this)	Manual plus Ppts: ● Why is LLN an issue? ● Studies and Statistics ● Low LLN is affecting Industry ● In the future…

What is being done to improve LLN skills in Australia?
 	
 ●   Introduce National Foundation Skills Strategy. Show a copy if possible.
 	
 ●   Use the PowerPoint to explain:
    –   the goal of the strategy—by 2022 two thirds of adult Australians will have level 3 literacy and numeracy
 	
    –   that VET supports this goal (*Standards for RTOs* confirm we must support learners—briefly show page in manual that has extracts from Standards for RTOs)
 	
 ●   **Conclusion for trainers:**
 LLN is everyone's responsibility: VET practitioners, the community, employers, etc.
	Manual, plus
	
	 Ppt—
	 National Foundation Skills Strategy
	
	 (if possible, for reference)—copies of:
	
	 ● National Foundation Skills Strategy for Adults
	
	 ● Standards for RTOs (2015)

Recap this session—show LLN & VET recap slide	Ppt—Recap: LLN&VET

Remainder of this implementation guide removed from this sample

end of document