

TAELLN411

Address adult language literacy and numeracy issues

Assessment 2021





Assessment Cover Sheet

TAE40116 Certificate IV in Training and Assessment

Units covered:	TAE40116 – Address adult language literacy and numeracy skills
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Instructions to Candidate:

- Complete the following information and sign below in the declaration area.

Mandatory Candidate Information – please complete

Name of Candidate:	Email:
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(Note: the name you use above will be the name that appears on your Statement of Attainment or qualification parchment)

Address	Hm Phone:
	Mobile:
Company name:	Qualification enrolled in: <i>TAE40116 Certificate IV in Training and Assessment</i>

Date completed:	
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Confidentiality

Your assessment and result will form the basis of your student record at SpecTraining Pty Ltd. We are committed to protecting your privacy. The information provided is not disclosed to third parties, with the exception of your employer on request (if your employer is financing your program) and service and benefit providers (such as your program leader) acting in confidence on your behalf. If you would like SpecTraining to release your assessment results to another party on your behalf, such as another educational provider, we must receive your consent in writing.

Declaration of original authorship

I declare that this assessment evidence is my own work and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a Statement of Attainment or Qualification.

Signature:	Date:
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SpecTraining Internal Use Only - Assessor to complete

Units of Competency being assessed:

- TAELLN411 – Address adult language literacy and numeracy skills

General feedback to candidate:

1. Knowledge questions:

2. Practical tasks and projects:

Assesment Results – Spectraining Use Only

1. Knowledge Questions

Sufficient

☐

Not Yet Sufficient

☐

2. Practical tasks and Projects

Sufficient

☐

Not Yet Sufficient

☐

Attempt 1.

Not Yet Competent -
Resubmit

☐

Attempt 2.

Not Yet Competent -
Resubmit

☐

Overall Result Achieved

Competent

☐

Not Yet Competent

☐

Assessor's Name

Assessor's Signature

I am an authorised and qualified assessor for the above unit of competency according to the RTO policies and SNR 2015 Standards

Date:

Assessment

TAELLN411 Address adult language, literacy and numeracy skills

Instructions for the Candidate

Version details are to be updated on inclusion of recommended changes/amendments, in line with SpecTraining's document control procedures. Reviews must include associated assessor's marking guides.

This Assessment Version:	2.12	Date Developed:	21 Apr 18
Reviewed:	30 DEC 2020	Next Review Due:	22 July 2022

Benchmarks for assessment

The assessments are conducted using the following benchmarks:

- Unit of Competency – TAELLN411 Address adult language, literacy and numeracy skills
- TAE40116 RPL Assessors Guide
- TAELLN411 Assessor's Guide

Additional benchmarks that may apply, in relation to corporate clients:

- Relevant organisational procedures and/or standards
- Applicable industry regulations and/or codes
- Legislative requirements relating to WHS, industry or product/service

Assessment overview

This assessment consists of TWO parts. You must successfully complete both parts to be assessed as competent in this unit.

Part 1 consists of a knowledge assessment based on the knowledge evidence required for competency.

Part 2 consists of a workplace project, requiring you to complete a series of case studies plus gather evidence of your performance in your workplace (or via simulation) over time, and may include observations in your workplace.

More information can be provided to you by your SpecTraining Facilitator/Assessor.

Instructions

General

This assessment is work-based and self-paced. While your SpecTraining Facilitator/Assessor will be in regular contact with you, you will need to take responsibility for your own learning and actively seek out answers and evidence required in this assessment.

At all times when undertaking this assessment, you will be required to adhere to all appropriate workplace policies and procedures and all state and commonwealth legislation and regulations, plus any applicable codes (workplace, industry or government). Failure to do so may result in an assessment of Not Sufficient or Not Yet Competent.

This assessment must be conducted in a safe environment. While the knowledge assessment may be completed at home, the practical elements and tasks (with a practical or workplace component) must be completed in the candidate's workplace, or a safe simulated environment that replicates a vocational training environment.

At the Certificate IV level of qualification, a candidate is expected to provide thoughtful, in-depth answers to written questions. This means that the expectation of your assessors is that your answers will be around a paragraph (3-6 sentences) in length, depending upon the question, or unless otherwise stated. While you are not expected to 'waffle', one sentence answers will generally not be sufficient to demonstrate understanding.

Resources

This assessment is completed your workplace, and you will therefore have access to all tools and equipment generally available to perform your tasks as an assessor. To undertake this assessment, candidates will need access to the following:

In general, you will need access to:

- A computer/Internet
- Relevant learning materials, tools and resources
- Relevant learning/training and assessment strategies and delivery plans
- Your organisation's workplace records (with the permission of your employer)
- Workplace policies and procedures

Where copies of assessments or other student work is presented in evidence, be conscientious of the applicable Privacy Act and organisational policies.

Collaboration

Many of the assessment items in this tool require that you discuss, interact and engage with members of your workplace. While you are encouraged to collaborate and work with your training/assessing colleagues in your facilitator/trainer role, you are to ensure that the answers you provide in this assessment are the result of your own work and efforts. You must remember to sign the declaration of original authorship on the cover page prior to submission. If this is not signed, your assessment will be returned to you unassessed.

Completing this assessment

Part 1

Please read each question carefully. Answer the questions thoroughly by providing full explanations and workplace examples where relevant. Note that the key action words are *italicised* for emphasis. General information to answer the underpinning knowledge questions may be found in other chapters of this book or in the further readings at the end of Chapter 3. You will have research some of your answers using internet access to view applicable government websites.

Note that the space provided does not indicate the volume or size of answer expected and can be expanded/reduced by the candidate.

Part 2

The workplace project requires that you gather evidence of your ability to address any language, literacy or numeracy issues you may encounter with learners in your learning context. This assessment is slightly different to others in that it comprises five (5) sections. To complete Part 2, you must complete each of the sections.

While you will have access to your Facilitator/Assessor for guidance, you are expected to manage your own time and resources to gather the required evidence. The SpecTraining Facilitator/Assessor may undertake workplace visits (including virtual meetings) with you and, at times, act as your assessor to observe your progress. They may also be able to assist in arranging alternative assessment options, such as simulated environments, for you to demonstrate the required skills and knowledge, should the need arise.

When all parts of this assessment are complete, submit this file with your completed cover page to your Facilitator/Assessor via email, USB or upload to your Nominated Student folder (if provided).

PART 1- Knowledge Questions

Before you commence, make sure you have read the supplied learning materials (Chapter 3 in the textbook) and watched the video linked here: <https://www.youtube.com/watch?v=yvMtlMamzsU>

1. List and briefly describe the FIVE core skills areas of the ACSF?

	Core Skill	Description
1		
2		
3		
4		
5		

2. Using performance indicators, how would you (in general) rate the following training candidates? Provide your estimate of the level AND indicator number you believe best describes the expected abilities of each candidate. You will need to reference the ACSF Indicators handout provided by your assessor or via download [here](#).

Scenario	Performance indicator level	Reason
<p>A new entrant into the industry has just left year 12 at high school. While they have little knowledge of their new industry, they have been taught different ways to solve problems.</p> <p>What LEARNING INDICATOR would apply?</p>		
<p>This new entrant into the industry has been in the workforce for 15 years; has excellent work skills and performance reports working in a team environment; and has a great ability to get the message across to their team.</p> <p>What ORAL COMMUNICATION indicator would apply?</p>		
<p>An administration staff member undertaking progression training with their organisation has been in their current role for five years but has not had much experience outside of their own role. They are always enthusiastic about doing courses to learn more about the job and deals with some complex documents in their day to day work.</p> <p>What READING indicator would apply?</p>		

3. Discuss how a combination of knowledge of the ACSF and foundation skills within units of competency, can assist in the development of a workplace training program.

4. Describe the process you would use to:
- determine the skill levels required of a specific workplace task
 - determine individual staff capabilities in completing task requirements.

a)

b)

5. Describe three (3) strategies you could use to address identified LLN needs of course participants.

1.

2.

3.

6. Identify and explain two techniques you could use to evaluate your own training and assessment practice regarding addressing LLN needs.

1.

2.

7. Describe the purpose of 'reasonable adjustment' and discuss how this could be used to accommodate LLN needs in assessing a student's competence.

8. Research specialist services that can provide support to your participants with LLN needs (they may be internal or external to your organisation). Provide at least three options for support.

9. Describe a social and a cultural communication sensitivity you may be familiar with for people requiring LLN support

Social Sensitivity	
Cultural Sensitivity	

10. You are required to facilitate a course to a new group of people from an industry you do not have a great deal of experience with. How do you identify whether there may be any direct LLN support requirements for this group (e.g. what documents could you refer to, people you could ask)?

PART 2 - Workplace Project

Section 1 - Analyse LLN Requirements

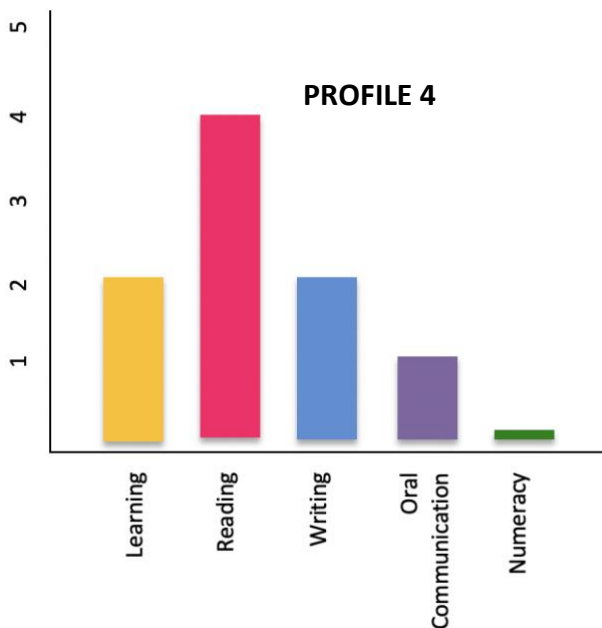
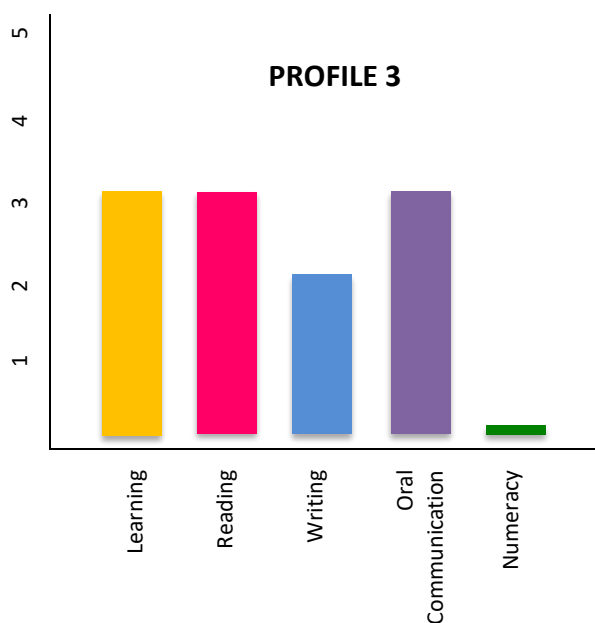
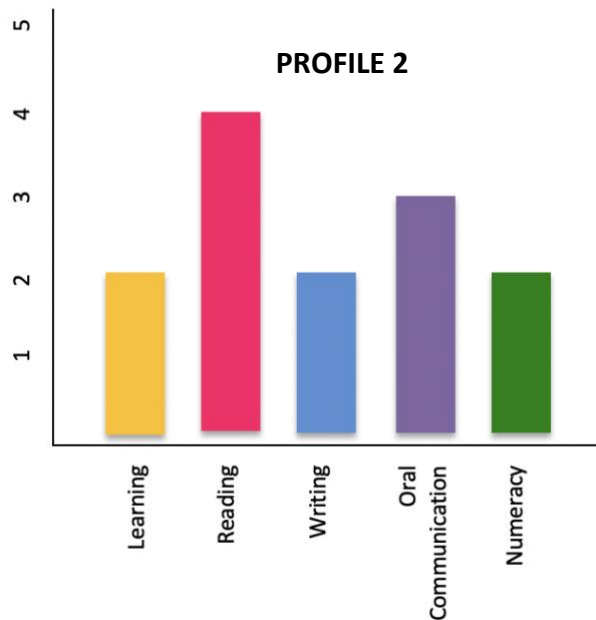
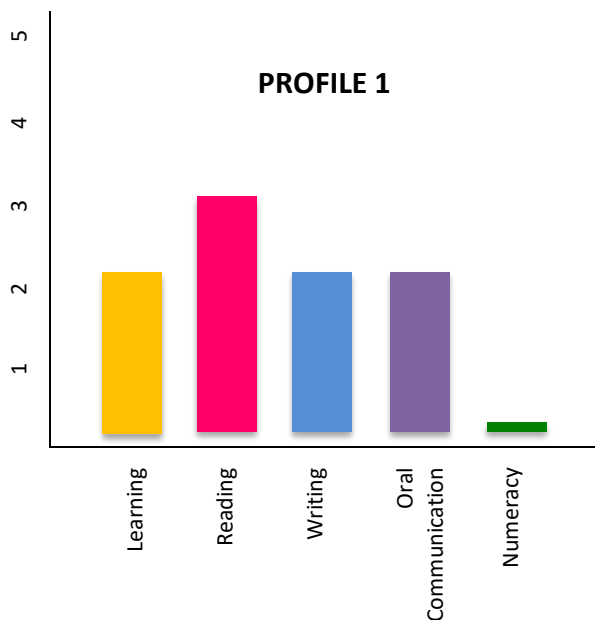
Access the following Unit of Competency [BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control processes](#)

Using the template below, determine the ACSF level and describe the LLN requirements for the typical workplace (or your own workplace).

Benchmark name	BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control processes	
What must learners...	ACSF level (1-5)	LLN requirements identified/reason for choice
Learn What learning, or research strategies must be used?		Example: Accessing and referencing legislation
Read		
Write		
Listen to and/or say		
Estimate, calculate or measure		

Section 2 - Identify a learner's LLN needs

Now you'll need to assess your target learners to see if they are capable of completing the training of a particular unit or qualification. To do this, read the scenario provided or follow this link <http://www.spectraining.edu.au/lln-scenario> – and respond to the following tasks:



1. Review the profiles above. Which profile reflects the results of Janine's assessment? Explain your choice by justifying the score given for each of the core skills.

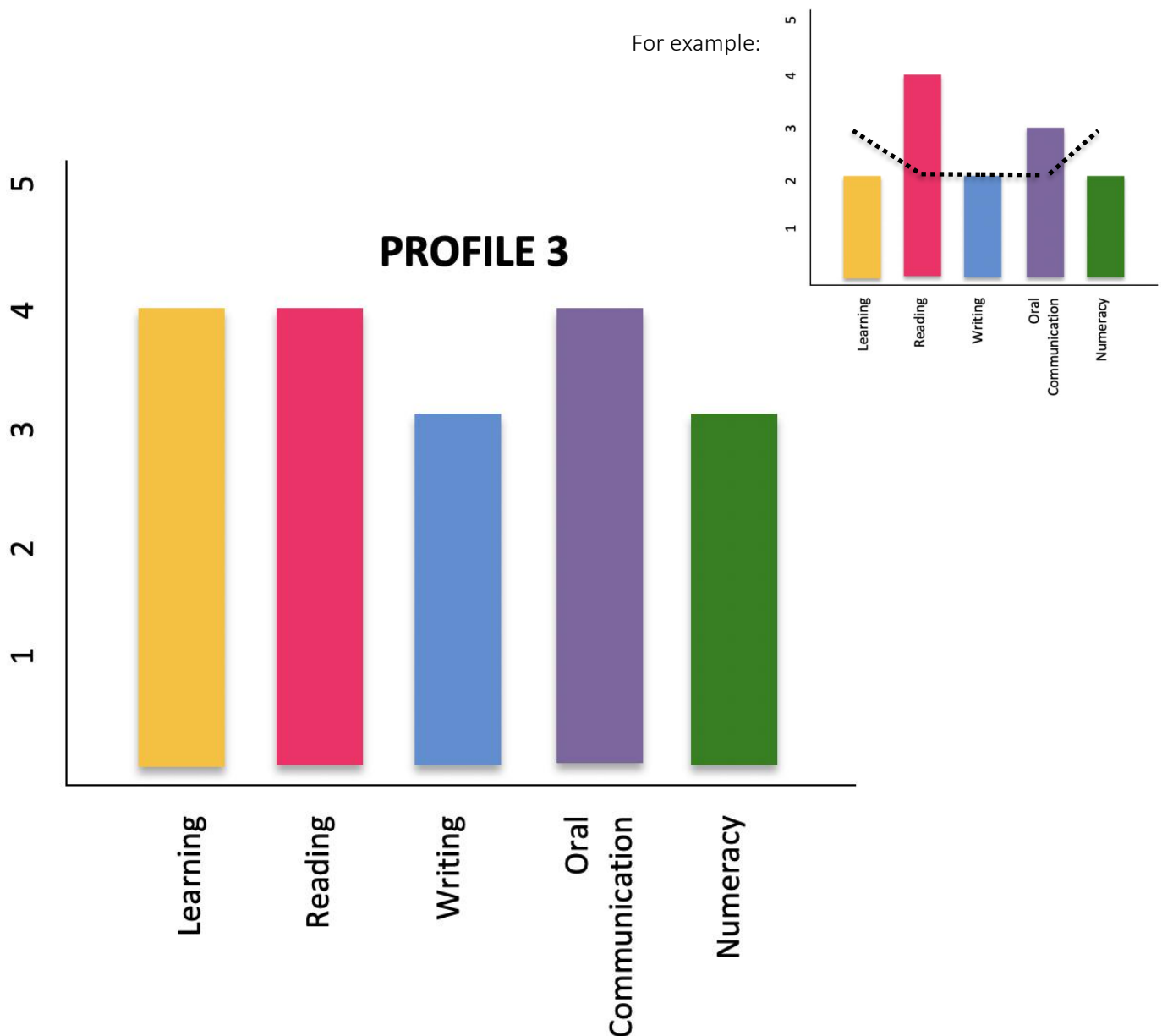
Which profile best matches Janine's results:	
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Learning:	
Reading:	
Writing:	
Oral Communication:	
Numeracy:	

2. Using the scenario below, describe Janine's LLN needs

The core skills profile below shows the core skill levels Janine will need in order to meet the requirements of TAEDEL404 Mentor in the workplace and ultimately fulfil her new role as a workplace mentor at MyRTO.

- On the core skills profile below, plot the core skills Janine holds, as revealed by the core skill assessments she completed (refer to the profile you selected in Q.1). To do this, draw Janine's spikey profile over the profile below and connect them with a dotted line, to match the core skills profile you selected in part one of this task.
- For help with drawing a line, see: <https://helpx.adobe.com/au/acrobat/using/commenting-pdfs.html>



- Compare the core skills Janine holds with the core skills she will need to fulfil her role as a mentor in his workplace. What are the two most significant skill needs (gaps) you notice:

The two biggest skills gaps were...

3. Identify support sources that you may be able to reference to assist Janine in bridging these two skills gaps.

You may reference the sources you identified in Part 1, or in consultation with your RTO (or another RTO with whom you are familiar), provide two sources of support you may be able to offer Janine.

Section 3 - Customising learning materials

Instructions: This section can be completed either by:

- a) Submitting materials that you have already used and modified in the workplace.
You must submit both the 'before' and 'after' versions to confirm customisation to suit your learner group needs, plus describe below why, where and when this was used below.
- b) Using training materials that you have used during the course of your training and modify them appropriately to suit an identified learner group need. If you have difficulty in determining a need to customise your materials, you may simulate the need based on a learner group with poor reading skills (e.g. by adding colours and/or symbols to your learning materials). You must also describe, in the space below, where, when and why this was used.

If you have any other materials that you believe can demonstrate modification for LLN needs, please confirm with your facilitator prior to submission.

Examples of training materials you may modify/submit:

- Learner guides
- Student handouts
- Quizzes/learning games
- Task instructions
- PowerPoint printouts
- PowerPoint or other electronic presentations

ATTACH YOUR WORKPLACE SAMPLES SEPERATELY

Section 4 - Select, use and review instructional and assessment strategies that address identified LLN needs

Review the [UnityWater case study](#) and answer the questions that follow.

UNITYWATER CASE STUDY

1. UnityWater's online computer training used symbols for the asset management system;
 - a. What LLN need would that address? How does it address that need?
 - b. Describe one other technique they used to address a different LLN need and explain how customising the training met the needs of the field workers.

a)

b)

Review the [UnityWater case study outcomes](#) here then complete the remainder of the task below

2. Evaluating the support strategies

When you are meeting the needs of a learner with identified LLN needs, you must review the support and assessment strategies you used at the completion of training to determine if they were successful for your learner.

How did UnityWater support their learners during the roll out of the new program? Explain in a few sentences whether you think this support was useful and include any measures/statistics from the video that support your evaluation.

3. Assessment strategies.

You can make small changes the way you assess someone with LLN needs within the scope of reasonable adjustment. Once again, you need to review the methods of assessment to ensure they met the learner needs whilst still meeting the benchmarks required. Getting back to the UnityWater example:

One assessment strategy that UnityWater used was to incorporate the LLN program into the asset management roll-out project so that outcomes related directly to the workers day to day jobs. This improved many of the issues relating to the learning performance of the workers.

A second assessment strategy used was immediate feedback via one-on-one coaching by the LLN specialist during the EASE program. This feedback addressed concerns with written communication.

Review each assessment strategy and discuss whether or not you think it was successful. Ensure you address both assessment strategies; the reasons you believe they were successful, and the outcomes discussed in the video that helped you arrive at your conclusion.

Strategy 1:

Strategy 2:

Section 5 - Reflective practice

As a person in the role of trainer, assessor or similar, reflect on your skills of addressing LLN issues with students. Provide a few sentences to answer each of the following.

I address issues relating to Language (for my learners) in my role when I...

I address issues relating to Literacy (for my learners) in my role when I...

I address issues relating to Numeracy (for my learners) in my role when I...

I have recently sought feedback from...

...and the areas I need to develop are...

I can seek help on these areas from the following sources (who/where can I get assistance on LLN matters):

1.

2.

3.

ASSESSOR ONLY TO COMPLETE

Reasonable adjustment		
Was an adjustment required/applied in this assessment?	NO	YES (<i>Provide details below</i>)
<i>Details of any reasonable adjustments</i>		
Assessment decision 1 The student completed all required parts of this assessment and has been assessed as:		
SUFFICIENT	NOT SUFFICIENT	
Assessor:	Signature:	Date: / /
<i>Feedback to student</i>		
Candidate Name:	Candidate Signature:	Date: / /