



TAELLN501

Support the development of
language, literacy and
numeracy skills



Assessment 2021



Assessment Cover Sheet

TAE50116 Diploma of Vocational Education & Training

Units covered	<input checked="" type="checkbox"/> TAE50116 Support the development of 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: TAE50116 Diploma of Vocational Education and Training

Date completed Program:	
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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

Feedback to Candidate:

1. Knowledge questions:

2. Practical tasks and projects:

Assessment Results – SpecTraining Use Only

1. Textbook Tasks	Sufficient	<input type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
2. Knowledge Questions	Sufficient	<input type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
3. Practical tasks and Projects	Sufficient	<input type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
Attempt 1.			Not Yet Competent - Resubmit	<input type="checkbox"/>
Attempt 2.			Not Yet Competent - Resubmit	<input type="checkbox"/>
Overall Result Achieved	Competent	<input type="checkbox"/>	Not Yet Competent	<input type="checkbox"/>

Assessor's Name _____

Assessor's Signature _____

Date: _____

Assessment

TAELLN501 Support the development of language, literacy and numeracy skills Instructions for the Candidate

Assessment Details

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:	1.3	Date Developed:	06 May 18
Reviewed:	30 Mar 20	Next Review Due:	30 Mar 21
Reviewed:	30 Dec 20	Next Review Due:	30 Mar 22

Benchmarks for assessment

The assessments are conducted using the following benchmarks:

- Unit of Competency – TAELLN501 Support the development of language, literacy and numeracy skills
- RPL Assessors Guide TAE50116
- TAELLN501 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 third-party report to be completed by your manager/supervisor.

Part 3 consists of a workplace project, requiring you to gather evidence in your workplace over time, and includes observations in your workplace. If you are unable to complete this assessment in the workplace for any reason, SpecTraining will arrange a simulated environment in consultation with your organisation.

More information can be provided to you by your SpecTraining Coach.

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 Diploma level of qualification, a candidate is expected to provide thoughtful, in-depth answers and insights to written questions. This means that the expectation of your assessors is that your answers will be around 2-4 paragraphs in length, depending upon the question. While you are not expected to 'waffle', one paragraph answers will generally not be sufficient to demonstrate understanding of the complexities of the processes and concepts discussed.

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. In general, you will need access to:

- A computer/Internet access for research and accessing relevant legislation/guidance materials
- 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 assessment 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.

Workplace Health and Safety

No specific WHS implications arise from this assessment beyond those currently in your workplace. SpecTraining promotes a positive WHS culture amongst its students and reminds you to ensure you have a current risk assessment for your training and assessing environment(s), that you and your participants always wear appropriate PPE for the task, and you and your candidates are familiar with the any WHS considerations of their assessment, including (but not limited to), emergency responses, including evacuation procedures.

Assessors are reminded that in the event in the event of the candidate's actions causing an unsafe (hazardous) condition, that the assessment is to be immediately halted and to address the hazard. It is then at the assessor's discretion, whether the hazard has been adequately addressed/controlled, to continue or discontinue the assessment.

Reasonable adjustment

In the event that you have difficulty understanding or completing the assessment tasks, your assessor will attempt to make reasonable adjustments to the assessment format in order to afford you every opportunity to achieve competency. You may discuss this prior to, or at any time during, this assessment.

Completing this assessment

Part 1

Please read each question and task carefully and provide answers in the space provided. Some tasks will require you to discuss the question with others in your workplace.

Remember to save your progress regularly to avoid losing your answers should experience any software, computer problems or a power failure!

Part 2

Work-based activities designed to allow you to collect appropriate and sufficient evidence of competency. In this assessment, there are three main sections to Part 2 that require you to (1) determine the LLN levels of at least 5 learners, (2) create training sessions for at least 2 groups with identified LLN needs, and (3) demonstrate LLN reflective practice. Evidence collected may be electronic or hard copy. Examples of appropriate evidence may be gained from your SpecTraining mentor/facilitator.

Part 3

This part consists of a Third-Party Report to be completed by your training manager, RTO manager or other appropriate supervisor.

When all parts of this assessment are complete, submit this file with your completed cover sheet and feedback sheet to your coach via email, or upload to your nominated student folder.

Assessor intervention

There is no requirement for assessor intervention with this project, however, assistance in clarifying assessment tasks is permitted.

Competency

When all your assessment parts and any accompanying evidence or materials have been submitted, SpecTraining assessor will review it and make the assessment decision. You will be advised in due course – generally within 7-10 working days – of the outcome of your assessments. A SpecTraining assessor will contact you by phone or email with your result and discuss any follow-up actions that may be required.

Appeals

Should you be unhappy about the assessment result, or feel that you were not treated in an appropriate manner during any part of the assessment process, you may appeal the decision. More information on how to progress an appeal is available on the SpecTraining website, or directly from SpecTraining by phone.

PART 1

Knowledge Questions

1. When developing an LLN program you must consider its purpose. Provide at least THREE (3) examples of how “purpose” might relate to your LLN development process

2. Based on current research ([PIAAC](https://www.informationaccessgroup.com/literacy_levels.html)), what percentage of Australians sit **at or below level 3 literacy** and provide the current percentages for all 5 levels.

% at level 3 or below: https://www.informationaccessgroup.com/literacy_levels.html				
% by level:				
1 or below.	2.	3.	4.	5.

3. The development of LLN requires that not only a program's purpose be considered but also its context. Explain how context, as indicated below, can affect language levels

<ul style="list-style-type: none">• how the choice of linguistic style is affected by roles and relationships
<ul style="list-style-type: none">• how levels of formality are affected by factors such as age, role and ethnicity
<ul style="list-style-type: none">• how meaning making relies on linking to context
<ul style="list-style-type: none">• how people may be more proficient in some contexts and less in others

4. There are a range of issues faced by most industries when analysing the LLN requirements of a training specification or learning situation. Give at least 4 examples with a brief explanation of each.

1	
2	

3	
4	

5. *Explain* the purpose of the **ACSF Performance Indicators** and give an **example** of how they are applied.

6. *Discuss how and why privacy legislation must be considered when dealing with LLN issues.*

7. When designing an LLN development and support program it is necessary to analyse the LLN requirements of the training context. Read the following scenario and describe how you would analyse and evaluate the learning context.

Miho has just been employed as a graphic artist. She is very bright, and quick to learn, but her English language and literacy skills are not as good as they should be to fulfil her role. She will not need to deal with the public but must be able to converse with colleagues and MUST have good reading and writing skills.

8. Provide at least two examples of things you should consider when identifying a learner's LLN background.

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9. Give at least 5 examples of factors or potential barriers that might affect a candidate's LLN development progress.

1	
2	
3	
4	
5	

10. In determining the learner’s current LLN skill levels you will need to use a range of assessment tools. Describe the function of the following types of assessments.

Generic tasks	
Industry specific tasks	
Multilevel assessment tasks	

11. When designing strategies to develop LLN skills there are a number of essential aspects that must be considered and included. Provide at least THREE (3) examples.

1	
2	
3	

12. Explain what is meant by the term “spiky profile” and how it can be used to assist in the development of a LLN training and support strategy.

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13. Provide THREE (3) strategies that can be used to develop effective reading skills

1	
2	
3	

14. Provide at least FOUR (4) strategies that can be used to develop effective writing skills

1	
2	
3	
4	

15. **Refer back to the scenario in questions 7:**

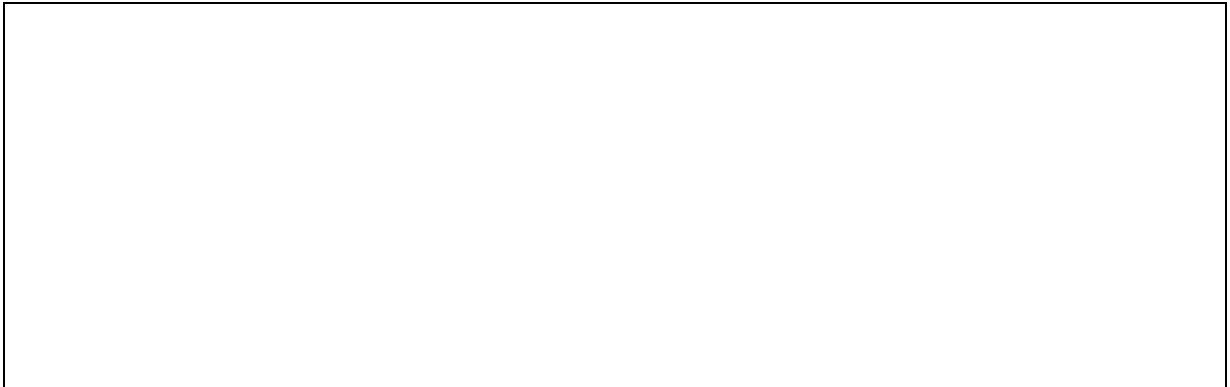
Developing Miho’s language and literacy skills, describe how the ACSF performance level indicators can be used to help design a training and assessment program to build her skills. Include how you would evaluate and improve her skills in terms of support, context, text complexity and task complexity.

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16. There are many sources of information and assistance for LLN development. List at least 3 that are relevant to your organisation.

1	
2	
3	

17. Give an example of how an existing assessment tool, or LLN resource, might be modified to better suit your organisation or candidate's needs.



18. An LLN training and assessment program should be implemented in much the same way as any other vocational education program; with just as much care and attention to detail. Describe the steps you might take to implement your program.



19. *Explain* why it is important to monitor a learner’s progress and *describe* methods by which this could be achieved.

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20. In order to monitor progress as effectively as possible, you may need to seek support and feedback from a range of stakeholders in the program including specialist support. Provide **3 examples** of such stakeholders, and what specialist support might entail.

1	
2	
3	

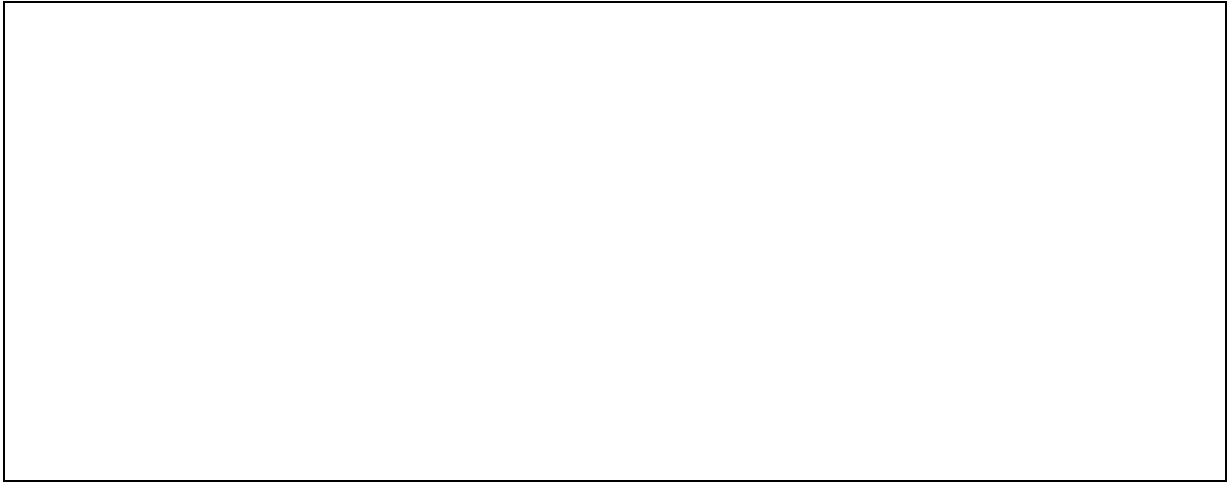
21. Reviewing the performance of a strategy is all about asking questions. **List 5 questions** that should be asked.

1	
2	
3	
4	
5	

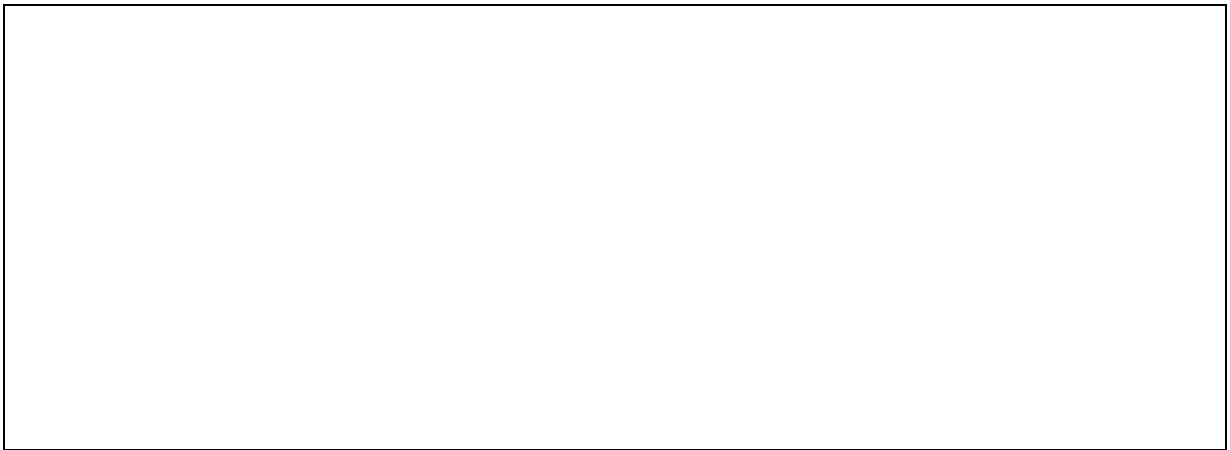
22. Provide a list of **at least 5** possible professional development opportunities you could undertake to enhance your LLN practices

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23. Describe three advantages of continually improving your LLN practices.



24. Explain the importance of, and benefits of, providing assistance and advice to less experienced team members



Spectraining Assessor Only

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 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

PART 2

Workplace Project

Develop and gather the products you produce here for below for “How you may achieve this”, in a portfolio for your assessor.

	Evidence required	How you may achieve this
2.1	Determining the LLN levels using validated tools for at least 5 individual learners	<p>PART 2 is designed to assess the skills and application of knowledge you’ve developed in supporting the development of LLN skills.</p> <p>To achieve competency in this unit, you are required to determine the LLN levels of AT LEAST five learners using validated tools, including those based on the ASCF. You must also compare these to the ASCF levels for the training these individuals will require.</p> <p>There is no time limit on this part of the assessment (PART 2) other than your applicable workplace requirement for completing the work, unless advised by your assessor.</p> <p>At the end of this part of the assessment, you must provide your assessor with:</p> <ul style="list-style-type: none"> ▪ Copies of FIVE (5) tools used to gather information to determine the LLN levels of at least 5 different learners. ▪ Evidence of the requirements of training based on the ASCF skills set <p>This information will contribute towards your portfolio of evidence to be incorporated with evidence for 2.2 and 2.3 of this part for presentation.</p> <p>This may be supported by a third-party report from your training/general manager if you are applying for RPL/RCC.</p>
2.2	Planning training and assessment that incorporates LLN support strategies relevant to at least two different learners/groups of learners, in response the ASCF assessment and learners’ goals	<p>In this part, you must provide evidence of planning for training and assessment that incorporates strategies for at least two individuals/different groups of learners.</p> <p><i>This evidence may include training plans, session plans and assessment plans, that specify the identified LLN skills being targeted by the strategy.</i></p> <p>This should also be supported by a third-party report from your training/general manager.</p>
2.3	Evidence of self-reflective practice relating to the strategy you used, and used by others, to support LLN	<p>Evidence for this part will include <i>notes and/or diaries, emails or other evidence collected</i> as part of a portfolio that clearly and unambiguously note your reviewing of the strategy performance and ideas for improvement, for at least TWO (2) strategies (one used by you, one strategy of others)</p> <p>This should also be supported by a third-party report from your training/general manager.</p>
	Observation of your performance	Observation by the SpecTraining Coach/assessor of your workplace performance. This may be in the workplace or in a simulated environment if required.

This completes the requirements for PART 2 of this assessment

Part 3 – Third Party Report

Third Party Report – Supporting the development of LLN Skills

In order to properly assess the competence of the candidate listed below, we are seeking your input on their performance designing and developing learning programs for your organisation and specific clients. This document supports an assessment decision. Gathering third party evidence can be an essential part of the assessment process for some units of competency. It provides the assessor with evidence of the candidate's competency over a period of time.

Please complete this form as accurately and with as much detail as possible. SpecTraining and the candidate appreciate your time in providing this supporting evidence to assist with their claim to competency.

Candidate Name			
Workplace			
Address			
Name of Third Party			
Phone Number			
Unit/s of Competency	TAELLN501 – Support the development of language, literacy and numeracy skills		
Information for Third Party			
<p>As part of this evidence of competency we are seeking reports from the supervisor/manager and other people who work closely with the candidate. You are required to observe the candidate demonstrate the performance criteria listed below and respond to each.</p> <p>Please only provide evidence of what you have actually observed the candidate doing. Where you have not personally observed the candidate undertaking the following tasks, mark 'No'. Do not feel that this will negatively impact the candidate.</p> <p>Please contact info@spectraining.com.au for more information.</p>			
What is your professional relationship with the candidate? (mark all that apply)			
<input type="checkbox"/>	Training Manager	<input type="checkbox"/>	Training designer
<input type="checkbox"/>	Manager	<input type="checkbox"/>	Workplace Trainer
<input type="checkbox"/>	Supervisor	<input type="checkbox"/>	Other (Please specify):
What is your technical expertise and/or qualification in the area being assessed? (mark all that apply)			
<input type="checkbox"/>	Degree (or higher) in VET	<input type="checkbox"/>	LLN SME
<input type="checkbox"/>	Dip. Vocational Education and Training	<input type="checkbox"/>	Vocational LLN qualifications
<input type="checkbox"/>	Cert IV in Training and Assessment	<input type="checkbox"/>	Assessor unit (TAEASS402 or similar):
<input type="checkbox"/>	Other (Please specify):		
Briefly describe the candidate's role in your organisation in terms of designing/developing assessment			

Does the candidate consistently perform the following: (based on unit of competency)	Yes	No
Is involved in designing and developing new/existing assessments		
Consults with stakeholders in designing training programs		
References applicable benchmarks in designing compliant assessment tools		
Works within and complies with company policies and procedures at all times		
Works collaboratively with clients to meet their needs in assessment design		
Selects appropriate assessment methods for the context of assessment		
Develops, reviews and updates training and assessment strategies		
Demonstrates effective interpersonal communication (verbal/non-verbal) skills		
Demonstrates effective written communication skills		
Develops (or contributes to the development) of instruments that effectively and efficiently gather the required evidence		
Ensures tools and instruments have sufficient instructions for both assessor and candidate(s) to be implemented appropriately		
Ensures assessments allow for recognition of prior learning/current competency		
Acts ethically and complies with confidentiality and privacy requirements at all times		
Completes and maintains training documentation and records		
Actively contributes to assessment trials and evaluation		
Collects and documents feedback on trials of assessment tools		
Actively seeks feedback on own performance to improve personal assessment practice		
Overall, do you believe the candidate performs to the standard required by the unit of competency on a consistent basis?		

YES

NO

Comments:

Please include here any reference to specific courses (by

Are there any further training needs for the candidate?

Your signature confirms that the candidate has demonstrated competence in the unit of competency over a period of time in the workplace

Third Party Signature:

Date:

SPECTRAINING ASSESSOR TO COMPLETE

"I have verified this third-party report with the signatory"

Assessor Signature:

Date: