Australian Government

Department of Education, Employment and Workplace Relations

USER GUIDE FOR

TAE70110
Vocational Graduate Certificate
in Language, Literacy and Numeracy Practice

TAE80110
Vocational Graduate Diploma of Adult
Language, Literacy and Numeracy Leadership

The contents of this volume relate to the endorsed components of the TAE10 Training Package

IBSA
Innovation & Business Skills Australia

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Creating Australia's Future

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Acknowledgements

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1   Introduction

TAE10 Training and Education Training Package has been developed by Innovation and Business Skills Australia (IBSA), and represents part of the continuing cycle of quality improvement in Training Packages.

Language, literacy and numeracy (LLN) skill and knowledge development is one of the principal focus areas in TAE10, with the two new vocational graduate qualifications developed to support the delivery of LLN in vocational education and training (VET) undertaken in industries, enterprises, government agencies, training organisations, and community and school settings.

The two qualifications that are the focus for this User Guide are:

- *TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice*, which represents the skills and knowledge required to address the LLN skill development of learners

- *TAE80110* Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership, which provides leadership and research opportunities.

This User Guide has been developed to support the implementation of the new qualifications by providing information to:

- Registered Training Organisations interested in placing the qualifications on their scope of registration

- individuals seeking credit transfer from *40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET*

- individuals and recognition of prior learning (RPL) assessors looking for guidance about the evidence required to apply for a skills recognition pathway.

Please note:

This User Guide should be read in conjunction with the qualification and unit of competency documents and the assessment guidelines of the TAE10 Training Package, AQTF10 and the purchasing guides for the two qualifications.

Registered Training Organisations should consider State Training Authorities processes for applying for addition to Scope of Registration and their own in-house processes and documentation of RPL.

1.1 What's in this resource?

The Guide has three parts:

Part 1: Frequently Asked Questions

The FAQs cover three areas of interest:

- FAQ 1 – 3 cover the background and development of the new qualifications

- FAQ 4 – 7 cover the outline of the new qualifications and issues relating to their content

- FAQ 8 – 9 cover implementation issues.

Part 2: Credit processes

This part contains some general credit transfer information for those practitioners who already hold LLN credentials and a mapping of the two new qualifications to *40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET*.

Part 3 Skills Recognition Guides

For each individual unit in each qualification there is a Skills Recognition Tool that provides guidance about the types of appropriate evidence and a set of evidence questions.

The Skills recognition guides can be used as:

- a self-assessment tool by individual practitioners to identify strengths and skill gaps

- a guide for individual practitioners to prepare examples and develop a portfolio of evidence for the RPL process

- a guide for RPL assessors to indicate the types of evidence required to demonstrate competence.

For each qualification there is also an Evidence Review tool that can be used to summarise and document a candidate's competency.

2 Frequently asked questions

2.1 FAQ 1 Why were these qualifications developed?

Language, literacy and numeracy are now recognised as key underpinning skills for generic, employability and learning to learn skills at all levels of the Australian Qualification Framework (AQF) and constitute a part of all delivery, whether this is through Training Packages or through Adult Basic and General Education accredited courses.

The Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) identified that one of the most significant factors in implementing wide-ranging strategies to address literacy and numeracy issues nationally was the availability of high quality, well-trained adult LLN practitioners who can operate effectively in a diverse range of environments to support a diverse clientele.

DEEWR is the largest funding agency involved in adult literacy and numeracy provision in Australia – responsible for the Language, Literacy and Numeracy Programme (LLNP) and the Workplace English Language and Literacy Program (WELL). DEEWR not only manages these programs but also the overarching development of industry Training Packages that have had literacy and numeracy content included within units of competency since 1998.

In late 2008, DEEWR approached IBSA to investigate the feasibility of a set of national qualifications in adult language literacy and numeracy. This request was in response to the release of Adult Literacy and Lifeskills survey data (ABS, 2007) showing that Australia still had a high proportion of adults with low level literacy and numeracy skills and findings from reports such as Skilling the Existing Workforce (AiG, 2008) that indicate that a high proportion of the Australian workforce does not have the requisite LLN skills to function effectively in the workplace.

These figures were in stark contrast with a number of COAG Skills and Workforce Development targets (COAG, 2009) that demand greater participation in education and training and higher level skills development in the Australian population.

IBSA consequently undertook, with DEEWR funding, the development of these units and qualifications.

2.2 FAQ 2 Why are these qualifications needed?

An examination of the current and emerging language, literacy and numeracy workforce (NCVER, 2008) identified a growing pool of people responsible for assisting individuals with adult literacy and numeracy skill development formally in education environments and informally within the community. The contemporary adult literacy and numeracy workforce is no longer only sourced from those with education specialisation backgrounds. People may be working in jobs that are explicitly about 'teaching LLN skills' in stand-alone courses or they may be in roles, such as trainers within industry or adult educators in the community, where there is a high degree of integration of LLN skill development within their everyday work.

The existing LLN workforce (like the general VET workforce) is ageing and the number of university based undergraduate and post-graduate qualifications specifically designed to produce and/or up-skill adult literacy and numeracy practitioners has dwindled dramatically since the mid-1990s. Practitioners operating in the field today hold a range of credentials – but there is no standard national qualification for LLN practitioners available in Australia.

NCVER research also found the opportunity for formal professional development for credentialed and non-credentialed practitioners was also rare and that there had not been a formal replacement for the Adult Literacy Teaching and Adult Numeracy Teaching courses that were developed by the National Staff Development Committee in 1995.

In *Current and future professional development needs of the language, literacy and numeracy workforce*, Mackay et al. (2006) interviewed key professional development providers who predicted the following professional development needs and issues for their target audience:

- up-skilling of language, literacy and numeracy teaching practitioners in meeting the needs of disparate groups of learners, with emphasis on learners from equity target groups

- keeping teachers abreast of national and state language, literacy and numeracy policy and curriculum in a constantly changing education and training context

- developing skills in flexible delivery to enable offering a variety of delivery modes and to assist in the development of multiliteracies in language, literacy and numeracy learners

- covering aspects of teaching practice

- updating knowledge of theories of language and learning

- training for leadership and management roles

- taking a cyclic approach to professional development to cater for changes in personnel that will continue to occur due to the retirement of an ageing workforce and the high numbers of part-time and casual employees.

The new qualifications were designed to provide credentials and professional development opportunities for practitioners from the vocational training field who may require up-skilling in adult language, literacy and numeracy as a requirement of their job and to provide pathways for existing LLN practitioners who may want to move into leadership positions that require additional expertise in assessment systems, research methodology or resource development.

2.3 FAQ 3 Who are these qualifications for?

The two new qualifications are designed to provide entry and exit points for a wide variety of practitioners looking to develop, consolidate or to extend their skills in this important teaching and training area. The packaging allows for flexible use of core and electives to build specific delivery context specialisation such as in the workplace or in the community.

The units and qualifications have been specifically created for application across sectors and different delivery environments and will have application across many industries where training and assessment take place.

The units and qualifications have been developed with a view to providing teaching and educational leadership skills for people working in formal educational settings in the public or private sector (e.g. TAFE colleges, private providers or ACE community houses), in informal education settings, social welfare and community-based settings (e.g. housing agencies, libraries neighbourhood houses, CFA fire sheds), in workplace settings (e.g. vocational/workplace trainers and assessors) and in correctional settings.

The lists below are not definitive. The qualifications are designed to be flexible and can be used as full credentials or as single or clustered units that can be packaged according to demand.

The Vocational Graduate Certificate in Adult LLN Practice has been developed to provide:

- credentials for existing language, literacy and numeracy teachers and trainers who may not have specific language, literacy and numeracy qualifications

- skills refreshers for existing language, literacy and numeracy teachers and trainers who may need specific skills for changing job requirements (such as an upgrade of numeracy skills or delivery to CALD learners)

- professional development for existing language, literacy and numeracy teachers and trainers who may want to shift their delivery practice from classroom to the workplace or vice versa

- up-skilling for teachers wanting to move into literacy and numeracy teaching in VET from the schools sector

- an opportunity for teachers and trainers wanting to move from a vocational skill area into language, literacy and numeracy teaching to gain underpinning knowledge and skills

- effective strategies to support VET teachers and trainers who want to better integrate language, literacy and numeracy skill development into vocational training with their practice

- an opportunity to develop a specialisation in adult language, literacy and numeracy to practitioners working in a range of formal and informal adult education contexts (for example volunteer tutors who want to upgrade their credentials or community legal aid or youth welfare workers who want to specialise in language, literacy and numeracy).

The qualification has a focus on teaching and delivery; however the context for delivery is flexible and embraces a broad definition of 'VET context'.

The *Vocational Graduate Diploma of LLN Leadership* has been developed to provide:

- credentials for existing language, literacy and numeracy teachers and trainers who are working as managers or learning leaders within their organisation who may not have specific adult language, literacy and numeracy qualifications

- professional development opportunities for existing language, literacy and numeracy teachers and trainers who may want to shift their emphasis from delivery practice to research or resource development

- professional development opportunities for teachers or trainers to develop skills in formulation of workplace or community based learning programs

- career pathway opportunities for policy makers, program coordinators, managers, HR managers, business consultants within a registered training organisation (RTO), social welfare practitioners, or educational design or learning and development professionals to develop their skills in adult language, literacy and numeracy.

This qualification has emphasis on policy, research and professional leadership in contrast to the delivery focus of the Vocational Graduate Certificate (VGC).

2.4 FAQ 4 What's in the qualifications?

The units in the VGC and the Vocational Graduate Diploma (VGD) are designed to provide credentials and professional development opportunities for practitioners from the vocational training field. The packaging allows for flexible use of core and electives to build specific delivery context specialisation such as in the workplace or in the community and the potential for skill sets to be identified.

Vocational Graduate Certificate

The AQF Handbook describes Vocational Graduate Certificates as involving 'the self-directed development and achievement of broad and/or specialised areas of knowledge and skills building on prior knowledge and skills. A VGC involves substantial breadth, depth and complexity, including the initiation, analysis, design, planning, execution and evaluation of technical and/or management functions in highly varied and/or highly specialised contexts.

Applications involve making significant, high level, independent judgements in major, broad or specialised planning, design, operational, technical and/or management functions in highly varied and/or highly specialised contexts. It may include responsibility and broad ranging accountability for the structure, management and output of the work of others and/or functions.' (AQF Handbook:55)

TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice provides development of knowledge and skills to address the LLN skill development of learners in workplace, community or classroom setting.

There are 4 core units:

TAELLN701A	Analyse and apply adult literacy teaching practices
TAELLN702A	Analyse and apply adult numeracy teaching practices
TAELLN703A	Develop English language skills of adult learners
TAELLN704A	Implement and evaluate delivery of adult language, literacy and numeracy skills

There are 5 elective units:

TAELLN705A	Design and conduct pre-training assessment of adult language, literacy and numeracy skills
TAELLN706A	Lead the delivery of adult language, literacy and numeracy support services
TAALLN501A	Support the development of adult language, literacy and numeracy skills
TAEASS501A	Lead and coordinate assessment systems and services
TAEDES502A	Design and develop learning resources

Learners must select **2 electives**. At least **1 of the elective units** must be selected from the elective units listed below. The **second elective unit** may be selected from the elective unit list or from any other currently endorsed Training Package or accredited course at Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma level.

Elective units are selected as relevant to current or future work outcome and local requirements. For example, a practitioner in a WELL program might select:

| TAELLN705A | Design and conduct pre-training assessment of adult language, literacy and numeracy skills |
| TAELLN803A | Formulate workplace strategy for adult language, literacy and numeracy skill development |

Vocational Graduate Diploma

The AQF Handbook describes Vocational Graduate Diplomas as involving 'the self-directed development and achievement of broad and/or specialised areas of knowledge and skills building on prior knowledge and skills. It involves substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and/or highly specialised, in highly varied and/or highly specialised contexts.

Skills include making the high level, fully independent, complex judgements in broad and/or highly specialised planning, design, operational, technical and/or management functions in highly varied and/or highly specialised contexts. It may involve full responsibility and accountability for all aspects of work of others and functions including planning, budgeting and strategy.' (AQF Handbook:63)

TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership provides leadership and research opportunities.

There are three core units:

BSBRES801A	Initiate and lead applied research
TAELLN801A	Analyse policy and formulate strategic language, literacy and numeracy response
TAELLN802A	Research and implement new adult language, literacy and numeracy practices

There are 10 elective units:

TAELLN803A	Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN804A	Design programs to develop adult language, literacy and numeracy skills
TAELLN805A	Formulate strategy for adult language, literacy and numeracy skill development in a community program
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program
TAELLN701A	Analyse and apply adult literacy teaching practices
TAELLN702A	Analyse and apply adult numeracy teaching practices
TAELLN703A	Develop English language skills of adult learners
BSBINN801A	Lead innovative thinking and practice
BSBLED704A	Review enterprise e-learning systems and solutions implementation

Learners must select **five elective units**. At least **three of the elective units** must be selected from the elective units listed below. Up to **two elective units** may be selected from the

elective unit list or from any other currently endorsed Training Package or accredited course at Vocational Graduate Certificate or Vocational Graduate Diploma level.

Elective units are selected as relevant to current or future work outcomes and local requirements. For a role as an **adult literacy and numeracy coordinator in a training organisation**, the following elective units might be selected:

TAELLN804A	Design programs to develop adult language, literacy and numeracy skills
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program
BSBINN801A	Lead innovative thinking and practice

2.5 FAQ 5 Does the VGC unit TAELLN703A qualify the practitioner to teach English to speakers of other languages?

TAELLN703A Develop English language skills of adult learners responds to the need for all LLN practitioners to have a set of strategies to develop learners' existing language skills. This is not language in the strict sense of language acquisition (as defined within the TESOL discipline), but rather the development of relevant and appropriate language repertoires depending on the context.

People attending adult language, literacy and numeracy provision reflect the cultural and linguistic diversity of the Australian population. They may have English as their first, second or third language, and literacy and numeracy skill levels that inhibit their ability to achieve their aspirations. This diversity of learners requires practitioners with skills and knowledge in a wide range of teaching approaches and practices. The language unit in the VGC is designed to equip teachers to meet the needs of people from LBOTE who are not new arrivals or who present with some English proficiency.

The ability to teach in formally branded TESOL courses will depend on a wide range of factors such as graduate qualifications, work history, current teaching context, state teacher registration requirements, and Human Resource statements in course documents.

The qualifications for teaching ESOL are usually spelled out in accredited course documentation. For example, to teach the Victorian ESL Frameworks (2008:65) the vocational competency requirements of teachers is as follows:

- A qualified TESOL is a person who holds a postgraduate qualification that includes a supervised teaching practicum in TESL/TESOL or a 4-year B Education qualification with a TESL/TESOL method*.

  * Approved qualifications include:
    - B Ed with TESL/TESOL as a method
    - Diploma of Education with TESL/TESOL as a method
    - TESL/TESOL within Graduate Certificate in Education
    - Graduate Certificate in TESL/TESOL
    - Graduate Diploma in TESL/TESOL

  Appropriate Masters degree, which includes a TESOL specialisation such as:
    - Masters of Arts (TESL/TESOL)
    - Masters of Applied Linguistics

2.6 FAQ 6 Is there a practicum involved in the VGC?

This qualification aims to develop expertise in planning, delivering and assessing programs that address adult language, literacy and numeracy skills and knowledge. Many of those consulted during the development phase expressed the need for some type of practicum or supervised practice to be included in the qualifications. However Australian Training Package qualifications do not mandate a particular delivery strategy such as a practicum or supervised practice. This reflects that learners come to qualifications from many directions; one delivery strategy may not meet the needs of all.

While there is no direct reference to a practicum or supervised practice in the new qualifications, there is reference to work-based assessment and the use of third party or supervisor reports in the 'Methods of assessment' section of the Evidence Guide in each unit where evidence of delivery is required.

A core unit in the VGC *TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills* has been developed to provide practitioners with an opportunity to develop and demonstrate their competence in LLN teaching and assessment. Assessment of this competence will require the need for candidates to demonstrate skills more than once and for formal documentation of observation to provide evidence of skills.

Where practitioners have been working in the language, literacy and numeracy sector in VET they should be able to provide work samples supported by a supervisor or third party who is familiar with the qualification, and familiar with the candidate's work. Where learners are new to delivering language, literacy and numeracy skills in a VET context, candidates will need access to a suitable workplace environment with appropriate supervision, monitoring and assessment arrangements.

In some States and Territories, registration as a teacher, or promotion to a higher level on the award scale, may require completion of a certain number of days in a practicum or supervised teaching situation. IBSA research has revealed wide variances in such practices and requirements across State and Territory jurisdictions.

Please note:

RTOs offering these qualifications are advised to check their state and territory requirements, and ensure that any workplace assessment requirements they put in place will allow graduates to meet their state or territory's requirements.

2.7 FAQ 7 What are the pathways to and from these qualifications?

IBSA is working to provide a comprehensive suite of language, literacy and numeracy skill development units across all AQF levels within its Training Packages. In addition to the VGC and VGD in the TAE Training Package, there are two units in the Training and Assessment Training Package that also deal with language, literacy and numeracy. The units at different qualification levels provide a number of pathways for skills development:

- A single unit *TAALN401C Address adult language, literacy and numeracy skills* is included in the Certificate IV in Training and Assessment as an elective. This unit enables VET trainers and assessors to become aware of LLN issues and adjust their practice to accommodate the LLN skills of their learners.

- A single unit *TAALLN501A Support the development of adult language, literacy and numeracy skills* has been developed for inclusion in the Diploma of Training and Assessment. This unit enables trainers and assessors to deepen their understanding of direct teaching strategies to improve their learners' LLN skills and can be used as an elective choice in the Vocational Graduate Certificate and Vocational Graduate Diploma in TAE10.

Pathways to other VET qualifications

After achieving the *TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice* candidates may undertake additional Training Package qualifications such as the *TAE80110 Vocational Graduate Diploma in language, literacy and numeracy Leadership* (with 4 units credit for the VGC), or a qualification such as *TAE80210 Vocational Graduate Diploma of Management (Learning)*.

Articulation to higher education

It is expected that RTOs delivering the VGC and VGD LLN qualifications will make formal articulation and credit arrangement with higher education institutions. It is anticipated that completion of these qualifications would contribute significantly to existing or proposed higher education qualifications in this field. Most universities grant credit for formal study undertaken in recognised tertiary institutions in Australia, including universities, colleges, TAFE and other post-secondary education institutions and for study at recognised overseas institutions. Entry into Masters programs usually requires candidates to have successfully completed an undergraduate degree of at least three years duration.

Learners seeking credit into other post-graduate qualifications in higher education will need to apply on an individual basis to organisations delivering those qualifications. Assessment in VET qualifications is competency based and typically emphasises critical engagement with theoretical frameworks or the received body of disciplinary knowledge within an applied, work based context. Assessment by essays and written assessments is not widely used. Universities may have a preference for evidence that shows critical engagement with disciplinary knowledge and debates in a broader context when evaluating a candidate's application to participate in a higher education credential.

Learners seeking credit into Higher Education courses may find it useful to highlight that the *TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice* and the *TAE80110 Vocational Graduate Diploma in language, literacy and numeracy Leadership* are designed around specific reference to broad, underpinning theories.

The Vocational Graduate Certificate has, for example:

- Examine theories that inform adult literacy teaching and their application

- Examine theories that inform adult numeracy teaching and their application

The Vocational Graduate Diploma further strengthens participants' theoretical knowledge with the two core units:

- Initiate and lead applied research

- Analyse policy and formulate strategic language, literacy and numeracy response

In the design of the assessment methods for the units in both the VGC and the VGD reference is made to 'oral or written questioning to assess knowledge of…'

RTOs offering a delivery and assessment pathway may need to offer a range of assessment options to support candidates who may wish to use evidence of completion of these VET qualifications in an application for university studies. For example, a critical aspect of assessment is *analyse frameworks, theories and teaching approaches that underpin the teaching of adult numeracy/literacy demonstrating a significant depth of knowledge*, In the assessment of this, RTOs may choose to adopt assessment methods that more readily communicate to a Higher Education audience that the analysis is thorough and critical.

For further detail on credit transfer arrangements refer to the AQF Council National Policy and Guidelines on Credit Arrangements

www.aqf.edu.au/Portals/0/Documents/Credit%20Transfer%20Project%20-%20Final%20draft%20policy.pdf

2.8 FAQ 8 Who can deliver and assess these courses?

These are new qualifications in the VET sector and there is no precedent for their delivery or assessment; however implementation of the qualifications must comply with AQTF 10 and the registration for scope and purchasing arrangements set out by individual State and Territory Training Authorities.

AQTF10 requires that training and assessment be delivered by trainers and assessors who:

(a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

(b) have the relevant vocational competencies at least to the level being delivered or assessed, and

(c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

(d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence. (AQTF10:5)

The AQTF requires trainers to hold competence in the units they are delivering, so people delivering the core units of the VGC in particular would be expected to have a breadth and depth of both theoretical and practical knowledge in the design, delivery and assessment of LLN across a range of LLN contexts.

The core units of the VGD call for trainers with a breadth and depth of both theoretical and practical knowledge in research, specialised LLN teaching methodologies and policy response development.

Depending on the focus of the elective units, the expertise required to deliver a unit will vary as the related 'current industry skills' will differ. All units require an expert grounding in theoretical underpinnings, whilst some have an emphasis on teaching and assessment methods in specific contexts whereas others require expertise in research skills or learning resource development.

It is IBSA's intent that the implementation of these qualifications acknowledge and harness the skills of existing practitioners with qualifications and experience in delivering language, literacy and numeracy skills development and support services within the VET sector. It is anticipated that RTOs intending to offer a delivery and assessment pathway for either of these qualifications will require a sophisticated approach to gathering a cross-disciplined team who can offer the full range of competencies covered in each qualification. This may require collaboration across units/sections (within a RTO) and with the higher education sector in order to access the appropriate expertise.

RPL Assessors

RTOs should follow best practice RPL guiding principles when conducting RPL for these qualifications.

AQTF10 requires that assessment, including Recognition of Prior Learning (RPL):

(a) meets the requirements of the relevant Training Package or accredited course

(b) is conducted in accordance with the principles of assessment and the rules of evidence

(c) meets workplace and, where relevant, regulatory requirements

(d) is systematically validated (AQTF10:5).

RPL works well when assessors take a holistic approach to a qualification. The assessor needs to be able to get a feel for the evidence that is provided and then use effective questioning and work with the candidate to generate evidence where there are gaps or weaknesses.

To be able to question effectively and to know when appropriate evidence has been supplied the VET professional conducting RPL needs the appropriate VET knowledge and skills, technical industry knowledge and skills, management skills and interpersonal skills.

2.9 FAQ 9 Do practitioners need to update to these qualifications if they already have an existing LLN qualification?

There is no mandated requirement to hold either of these qualifications. However there is a number of ways the new qualifications may be useful, depending on what qualifications a practitioner currently holds and their individual career aspirations.

It is within practitioners' best professional interests to stay current, keep up with new research and knowledge and to be innovators in their field. Engaging in units for professional development purposes will also align with the continuous improvement philosophy of AQTF10.

If practitioners want to be formally credentialed (receive an official testamur) for either of the new qualifications then they will need to follow a delivery and assessment pathway or a formal recognition pathway with an RTO that has the qualifications on its scope of registration. Sections 2 and 3 of this guide provide guidance on this process.

If practitioners have completed *40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET*, they can use the mapping of the 40499SA (Section 2) to claim credit for that qualification.

If a practitioner has completed another LLN qualification which they feel overlaps with the new qualification they can work through the RPL process outlined in Section 3 or contact the copyright holder of the course they have completed to see if any mapping to the new qualifications has been undertaken.

If a practitioner has a teaching degree but no formal adult literacy qualifications and has completed a significant period of time working in the language, literacy and numeracy sector, they may have a filing cabinet full of teaching plans and materials developed across time. Again, the Skills recognition tools in Section 3 will assist in showing the extent of RPL a practitioner could claim against some units. This process will identify skills gaps that will then require the practitioner to complete additional training.

Practitioners may have existing qualifications but may want to develop a particular area of strength or move in a different direction. For example, from classroom delivery to workplace or support teaching, or into a leadership role, still within the broad umbrella of language, literacy and numeracy in VET.

Practitioners might want to identify further professional development needs related to career goals and interests, for example, developing specialist numeracy knowledge and skill. In this case practitioners could use the qualifications as a self-assessment framework, and pursue professional development in specific areas.

See Section 3.2 for details.

3 Credit processes

3.1 Introduction to the credit processes

There are a limited number of specific adult LLN qualifications available in either the VET or Higher Education sectors in Australia today.

Training Package units and qualifications

LLN Electives in TAA Cert IV and Diploma

TAE70110 *Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice* and TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

State-based accredited VET qualifications

Cert IV in Literacy and Numeracy Training and Assessment (QLD accredited course)

Advanced Diploma of LLN Practice in VET (SA accredited course)

Vocational Graduate Certificate in Adult Literacy & Numeracy (QLD accredited course)

Higher Education electives and qualifications

Various undergraduate electives as part of the Bachelor of Adult Education (various universities)

Graduate Certificate of Social Sciences Literacy and Numeracy Teaching in VET (Swinburne, Vic)

Graduate Diploma of Literacy and Numeracy (UTS, NSW)

Graduate Certificate in Training and Development (Griffith University, Qld)

Various post graduate electives within Masters of Adult Education (various universities)

There is also a large number of TESOL courses available (both Certificate and Higher Education) but for the purpose of credit against the new generalist TAE qualifications, TESOL qualifications are not listed here.

Practitioners currently working in the field may have received LLN qualifications that are no longer delivered or may come from vocational or professional fields without any formal LLN qualifications. Therefore credit processes in the main will need to be carried out on a case by case basis as it is not only the qualification that an individual holds that counts in credit processes but their experience and ability to demonstrate what they know about and know how to do. It is not only 'prior learning' that is important when making a case for equivalence with the new TAE qualifications but also 'current competence'.

According to your previous qualifications and work history and current employment status, you will need to decide whether you want to formally RPL against the new qualifications and participate in any gap training where appropriate or whether you want to reach agreement with your employer or funding body that your current qualifications and experience are deemed as equivalent (but without receiving the credential).

A mapping document for the Advanced Diploma of LLN Practice in VET is contained in Section 2.4 of this guide.

For State-based accredited VET qualifications, contact your State or Territory accrediting authority.

For higher education electives and qualifications, contact the university from which your original qualification was issued.

3.2 Why undertake Recognition of Prior Learning (RPL)?

The RPL process suits people who are skilled and need to gain formal recognition of their abilities and become qualified. The reasons for seeking RPL differ but may include:

- needing qualifications in the current field of employment

- having qualifications but wanting to do further professional development

- looking for a career change and seeking to transfer skills, for example, from primary teaching to working with adult learners in VET

- moving from volunteer to paid work.

Recognising skills and knowledge through RPL means less time spent gaining the qualification overall.

An RPL process involves the candidate collecting appropriate evidence and with the help of an assessor, aligning the evidence to the requirements of the qualification. Relevant experience may include a combination of work (paid and unpaid), learning and life experiences. This process is used to document how the evidence meets the requirements of the qualification. Additional assessment methods will enable further discussion and clarification to ensure the competencies of the qualification are met.

To have your prior learning recognised, you must also be able to show 'current competence' - that is, that your skills are still current and meet today's standards. You will need to produce recent evidence of your skills and knowledge. You will also need to provide contact details of people who can confirm your abilities. These people might be supervisors, or others in your communities, who have recently seen your skills in action.

For example, as part of an RPL assessment for a unit of competency, a candidate may be asked to:

- respond to a number of questions which assess the Required Knowledge and Skills of the unit

- present a third party report from their current supervisor or others who could verify their experience

- present samples of work.

The assessor needs to establish the relationship of the evidence to the unit, or components of the unit. These components include:

- critical aspects of assessment

- elements and performance criteria

- required knowledge and skills

- range statement.

Please note:

This guide contains general information and a guide to preparation for RPL.

Please contact your employer or local RTO to discuss the specific processes required for applying for RPL.

3.3 Relationship between 40499SA and TAE70110 and TAE80110

In 2003 the Commonwealth department DEST commissioned a project within the wider TAA04 project to develop an Advanced Diploma in Language, Literacy and Numeracy Practice in VET, in response to a number of reports into declining capacity of the teacher workforce. While a draft qualification was developed, it did not go forward for national endorsement with the TAA04 Certificate IV and Diploma in 2004.

The proposed qualification was then endorsed as an accredited course, 40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET, in South Australia in 2005. Since then the course has been implemented and delivered in South Australia and a number of other states.

In 2009, this course was reviewed as part of the development of two new qualifications: *TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy practice* and *TAE80110 Vocational Graduate Diploma in Adult Language, Literacy and Numeracy Leadership*.

Funding was provided by DEEWR for this mapping of 40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET to the new qualifications to assist credit processes.

Changes

The new qualifications cover a wider range of activity than the previous qualification.

The focus of *TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice* is on planning, preparation, delivery and evaluation of language, literacy and numeracy knowledge and skills.

The focus of *TAE80110 Vocational Graduate Diploma in Adult Language, Literacy and Numeracy Leadership* is on research, policy analysis, and innovative program and resource design.

Advice provided

Advice is provided in this Guide as to whether units in 40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET are equivalent or partially equivalent to units in the new qualifications.

Where necessary, additional evidence requirements are outlined for an RPL assessment. See units themselves for further details.

A number of units in *40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET* are not explicitly included in the new qualifications. However, refer to the Packaging Rules for further information.

Units comprising 40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET

Unit code	Unit title
NYRA	Conduct initial assessment for placement within an adult English language, literacy and/or numeracy program
NYRB	Apply adult literacy methodologies to develop literacy skills
NYRC	Apply adult numeracy methodologies to develop numeracy skills
NYRD	Apply adult TESOL methodologies to develop English language skills
NYRE	Coordinate adult English language, literacy and numeracy tutors
NYRF	Design courses for adult language, literacy and numeracy and general education
NYRG	Design workplace strategy for adult language, literacy and numeracy
NYRH	Provide specialist adult language, literacy and numeracy services in a workplace-learning environment
NYRK	Provide specialist adult language, literacy and numeracy services in an institutional environment
NYRL	Develop general education through an accredited course
TAALLN401A	Apply strategies to assist learners develop English language, literacy and numeracy
TAADES502A	Design and develop learning resources Research and design e-learning resources
TAADES503A	Provide advanced facilitation to support learning
TAAASS501A	Lead and coordinate assessment systems and services
TAATAS502A	Prepare a tender bid
TAACMQ503A	Lead and conduct training/assessment evaluations

3.4 Summary of relationship

Table 3: Summary of relationship between 40499SA and TAE70110 and TAE80110		
State accredited course	**TAE10 qualification**	**Comment**
40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET (4 core units; 5 elective units)	TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice (4 core units; 2 elective units)[1]	Depending on the electives completed in 40499SA, and referring to the Packaging Rules of TAE70110, RTOs could grant credit transfer for up to 3 core units and 2 electives. See mapping of individual units below for further details.
40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET (4 core units; 5 elective units)	TAE80110 Vocational Graduate Diploma in Adult Language, Literacy and Numeracy Leadership (3 core units; 5 elective units)[2]	Depending on the core units and electives completed in 40499SA and referring to the Packaging Rules of TAE80110, RTOs could grant credit transfer for up to 5 elective units. See mapping of individual units below for further details.

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[1] At least **1 of the elective units** must be selected from the elective units listed within the qualification. The **second elective unit** may be selected from the elective unit list or from any other currently endorsed Training Package or accredited course at Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma level. Elective units must be relevant to the work outcome and local requirements.

Units selected from other Training Packages must not duplicate the outcomes of units selected from the Training and Education Training Package.

[2] At least **3 of the elective units** must be selected from the elective units listed within the qualification. Up to **2 elective units** may be selected from the elective unit list or from any other currently endorsed Training Package or accredited course at Vocational Graduate Certificate or Vocational Graduate Diploma level. Elective units must be relevant to the work outcome and local industry requirements.

Units selected from other Training Packages must not duplicate the outcomes of units selected from the Training and Education Training Package.

Candidates with TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice will gain credit of 4 elective units towards this qualification.

3.5 Mapping of units

Table 4 below maps the units in 40499SA to TAE70110 and details their relationship, while Table 5 maps 40499SA to TAE80110.

Table 4: Mapping of individual units 40499SA and TAE70110			
40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET		**TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice**	**Relationship**
NYRA	Conduct initial assessment for placement within an adult English language, literacy and/or numeracy program	TAELLN705A	*Design and conduct pre-training assessment of adult language, literacy and numeracy skills*	Equivalence/Elective unit
NYRB	Apply adult literacy methodologies to develop literacy skills	TAELLN701A	*Analyse and apply adult literacy teaching practices*	Equivalence/Core unit
NYRC	Apply adult numeracy methodologies to develop numeracy skills	TAELLN702A	*Analyse and apply adult numeracy teaching practices*	Equivalence/Core unit
NYRD	Apply adult TESOL methodologies to develop English language skills	TAELLN703A	*Develop English language skills of adult learners*	Equivalence/Core unit
		TAELLN704A	*Implement and evaluate delivery of adult language, literacy and numeracy skills*	New unit. See RPL advice below for NYRH Provide specialist adult language, literacy and numeracy services in a workplace learning environment, and NYRL Develop general education through an accredited course.
NYRE	Coordinate adult English language, literacy and numeracy tutors	TAELLN807A	*Design, implement and evaluate an adult language, literacy and numeracy professional development program*	Equivalence/Elective unit Could contribute to TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice under Packaging Rules Also see mapping for TAE80110 Vocational Graduate Diploma in Adult Language, Literacy and Numeracy Leadership

Table 4: Mapping of individual units 40499SA and TAE70110

40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET		TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice		Relationship
NYRF	Design courses for adult language, literacy and numeracy and general education	TAELLN804A	*Design programs to develop adult language, literacy and numeracy skills*	Equivalence/Elective unit Could contribute to TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice under Packaging Rules Also see mapping for TAE80110 Vocational Graduate Diploma in Adult Language, Literacy and Numeracy Leadership
NYRG	Design workplace strategy for adult language, literacy and numeracy	TAELLN803A	*Formulate workplace strategy for adult language literacy and numeracy skill development*	Partial equivalence/Elective unit RPL assessment needs to assess evidence that the program plan has been implemented and reviewed Could contribute to TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice under Packaging Rules Also see mapping for TAE80110 Vocational Graduate Diploma in Adult Language, Literacy and Numeracy Leadership
NYRH	Provide specialist adult language, literacy and numeracy services in a workplace learning environment	TAELLN704A	*Implement and evaluate delivery of adult language, literacy and numeracy skills*	Partial equivalence/Core unit Outcomes covered in part by TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills An RPL assessment would need to assess evidence of planning delivery, developing assessment tools and monitoring of progress.
NYRK	Provide specialist adult language, literacy and numeracy services in an institutional environment	TAELLN706A	*Lead the delivery of adult language, literacy and numeracy support services*	Equivalence/Elective unit

Table 4: Mapping of individual units 40499SA and TAE70110

40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET		TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice		Relationship
NYRL	Develop general education through an accredited course	TAELLN704A	*Implement and evaluate delivery of adult language literacy and numeracy skills*	Partial equivalence/Core unit RPL assessment needs to assess evidence that language, literacy and numeracy skill development has been monitored, assessment processes have been designed and implemented and the program has been evaluated.
		TAALLN501A	*Support the development of adult language, literacy and numeracy skills*	New unit/Elective unit
TAALLN401A	Apply strategies to assist learners develop English language, literacy and numeracy			Not included in Packaging Rules for either qualification
TAADES502A	Design and develop learning resources	TAEDES502A	*Design and develop learning resources*	Equivalence/Elective unit
TAADES503A	Research and design e-learning resources			Not included in TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice. Check Packaging Rules
TAADEL503A	Provide advanced facilitation to support learning			Not included in TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice. Check Packaging Rules
TAAASS501A	Lead and coordinate assessment systems and services	TAEASS501A	*Lead and coordinate assessment systems and services*	Equivalence/Elective unit
TAATAS502A	Prepare a tender bid			Not included in TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice. Check Packaging Rules

Table 4: Mapping of individual units 40499SA and TAE70110		
40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET	**TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice**	**Relationship**
TAACMQ503A Lead and conduct training/assessment evaluations		Not included in TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice. Check Packaging Rules

Table 5: Mapping of individual units 40499SA and TAE80110			
40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET		**TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership**	**Relationship**
		BSBRES801A *Initiate and lead applied research*	No equivalence. New unit
		TAELLN801A *Analyse policy and formulate strategic language, literacy and numeracy response*	No equivalence. New unit
		TAELLN802A *Research and implement new adult language, literacy and numeracy practices*	No equivalence. New unit
NYRB	Apply adult literacy methodologies to develop literacy skills	TAELLN701A *Analyse and apply adult literacy teaching practices*	Equivalence/Elective unit
NYRC	Apply adult numeracy methodologies to develop numeracy skills	TAELLN702A *Analyse and apply adult numeracy teaching practices*	Equivalence/Elective unit
NYRD	Apply adult TESOL methodologies to develop English language skills	TAELLN703A *Develop English language skills of adult learners*	Equivalence/Elective unit
NYRE	Coordinate adult English language, literacy and numeracy tutors	TAELLN807A *Design, implement and evaluate an adult language, literacy and numeracy professional development program*	Equivalence/Elective unit

Table 5: Mapping of individual units 40499SA and TAE80110		
40499SA Advanced Diploma of Language, Literacy and Numeracy Practice in VET	**TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership**	**Relationship**
NYRF	Design courses for adult language, literacy and numeracy and general education	TAELLN804A	*Design programs to develop adult language, literacy and numeracy skills*	Equivalence/Elective unit
NYRG	Design workplace strategy for adult language, literacy and numeracy	TAELLN803A	*Formulate workplace strategy for adult language, literacy and numeracy skill development*	Partial equivalence/Elective unit RPL assessment needs to assess evidence that the program plan has been implemented and reviewed
		TAELLN805A	*Formulate strategy for adult language, literacy and numeracy skill development in a community program*	No equivalence. New unit
		TAELLN806A	*Initiate, develop and evaluate adult language, literacy and numeracy resources*	No equivalence. New unit
		BSBINN801A	*Lead innovative thinking and practice*	No equivalence. New unit
		BSBLED704A	*Review enterprise e-learning systems and solutions implementation*	No equivalence. New unit

4 Skills recognition guides

4.1 Using the Skills recognition guides

> Practitioners seeking RPL for *TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy practice* and *TAE80110 Vocational Graduate Diploma in language, literacy and numeracy leadership* need to familiarise themselves with the structure and units thoroughly before using the Skills recognition guides.
>
> Please note:
>
> **To brush up on how to read a Training Package unit, look at the Delivery Basics Section of the Back to Basics resource available at**
> **www.tpatwork.com/back2basics/db0_default.htm**

These Skills recognition guides have been developed to enable the wealth of knowledge and experience of those working in language, literacy and numeracy in the VET sector to be formally recognized against a formal qualification structure – in this case:

- TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice

- TAE80110 Vocational Graduate Diploma of Language, Literacy and Numeracy Leadership.

These Skills recognition guides provide the following:

- critical aspects of assessment

- recommended methods of assessment

- sample questions to assess Required Knowledge and Skills.

The principles of assessment, rules of evidence and retention of assessment records apply equally to RPL assessments as they do to assessments developed in a learning and assessment pathway.

The Skills recognition guides can be used as:

- a self-assessment tool by individual practitioners to identify strengths and skill gaps

- a guide for individual practitioners to prepare examples and develop a portfolio of evidence for the RPL process.

- a guide for RPL assessors to indicate the types of evidence required to demonstrate competence.

The portfolio of evidence generated by following these guides will provide a sound basis for RPL that can be elaborated and validated through additional assessment methods such as an individual interview with a qualified assessor from an RTO with the scope of registration for the qualification to go through the Skills recognition guides questions.

Although the Skills recognition guides are presented here on a unit-by-unit basis, it is possible to adopt a holistic approach, as suggested in the Guidance Information for Assessment in each unit, as the assessment requirements of each unit can be addressed through the combination of evidence suggested in the Skills recognition guides.

Please note:

A candidate applying for RPL will also be required to demonstrate that they have the Employability Skills embedded in the qualification that they are applying for.

Assessment of a candidate's employability skills is integrated into the assessment of their technical skills and knowledge. Assessors should make holistic judgements about a candidate's employability skills as part of the RPL assessment.

Candidates and assessors should refer to the Employability Skills Summary tables that are at the end of each qualification (in the Training Package) for details of the relevant employability skills.

4.2 Skills recognition guides for the units in the Vocational Graduate Certificate

There is Skills recognition guide for each core and elective unit in the qualification.

- Page 1 of each guide contains the critical aspects for assessment and evidence required to demonstrate competency for the unit and a list of the particular types or methods of evidence that are deemed appropriate.

- Page 2 contains a set of evidence questions for each unit element to draw out evidence of underpinning knowledge and skills. RPL/RCC assessors should use these questions as a set of prompts to elicit sufficient evidence. Candidate's preparing evidence for RPL/RCC should use the unit Required Skills and Knowledge section and the Range Statement from each unit as a guide to the types and scope of evidence required.

- Page 3 contains a set of documentation tables where an assessor can make notes about the type, validity and sufficiency of evidence provided and provide an assessment decision. This is either that RPL is approved for the unit, or that additional action is required. This action may involve the need for a different form or additional evidence to be supplied or that the candidate may need to take part in a training program to gain particular skills and knowledge.

> Full copies of units for both qualifications can be accessed though the National Training Information Service
>
> www.ntis.gov.au

TAELLN701A Analyse and apply adult literacy teaching practices

Descriptor: This unit specifies the performance outcomes, skills and knowledge required to analyse and apply effective adult literacy teaching practices to meet the needs of those participating in literacy provision in vocational education and training (VET) contexts. The unit also addresses the analysis and application of literacy theories and teaching strategies.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following: • analyse frameworks, theories and teaching approaches that underpin the teaching of adult literacy, demonstrating a significant depth of knowledge, which has been applied to analyse the literacy needs of those participating in literacy provision • select appropriate learning resources • devise, select and apply adult literacy teaching strategies appropriate to learner needs and delivery context, and demonstrate the rationale for the selection • evaluate effectiveness of teaching strategies	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit • direct observation or video recording of candidate's adult language, literacy and numeracy practice • evaluation of a portfolio of evidence comprising: ○ learner responses and feedback ○ personal reflections ○ planning notes ○ preparation, such as detailed session plans, learning activities and assessment tools ○ samples of resources • review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations and other work documents • questioning to establish required knowledge • review of third party reports which could include: ○ Performance Appraisal form/Performance Management plan ○ Statements from colleagues ○ Review of verified work samples.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
ELEMENT 1 Analyse and apply conceptual frameworks and theories underpinning literacy teaching	How do you select adult literacy teaching methodologies for adult literacy learners in your context? (Give examples of how your teaching is influenced by current adult literacy teaching theories. Explain the relevance of adult learning principles to teaching literacy)
ELEMENT 2 Research literacy requirements of those participating in literacy provision	What processes have you used to develop profiles of learners in diverse literacy programs (How did you determine the learning goals and literacy skills required in different contexts? What resources and training needs analysis tools did you use?) How do you assess whether your own literacy skills and knowledge is sufficient to teach the literacy required? What evidence can you provide of your own literacy knowledge and skills against the ACSF?
ELEMENT 3 Select from a range of teaching approaches to develop participants' literacy skills and knowledge	For a group of learners, how did you determine teaching approaches that are appropriate to the learners' literacy skill levels, learning goals and training context? (Consider teaching strategies and approaches, diverse skill levels, referral for specific needs of learners)
ELEMENT 4 Select from a range of learning resources to develop participants' literacy skills and knowledge	What factors did you take into consideration when selecting learning resources to develop learners' literacy skills and knowledge? (How was your choice of traditional or new resources determined by the profile of learners? How do emerging technologies resources impact of the teaching and learning?)
ELEMENT 5 Apply and evaluate strategies for teaching literacy skills and knowledge	For a group of learners, how did you design integrated literacy and learning skills activities? What processes did you use to review and monitor your adult literacy teaching strategies? (Consider profiles of learners: reading, writing and oral communication needs, and approaches to develop learning skills)

Evidence provided met unit elements and key competencies?

Comments:

Yes ☐ **RPL approved**   **NOT YET** ☐

Actions (e.g. further evidence, skills gap training etc):

Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAELLN702A Analyse and apply adult numeracy teaching practices

Descriptor: This unit describes the performance outcomes, skills and knowledge required to analyse and apply effective adult numeracy teaching practices to meet the needs of those participating in numeracy provision in vocational education and training (VET) contexts.

Name of Applicant _____   **Date of Application** _____

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence

To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following:
 	
• analyse frameworks, theories and teaching approaches that underpin the teaching of adult numeracy, demonstrating a significant depth of knowledge, which has been applied to analyse the numeracy needs of those participating in numeracy provision
• select appropriate learning resources
• select and apply adult numeracy teaching strategies appropriate to learner needs and delivery context
• evaluate effectiveness of teaching strategies
	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit:
	
	• direct observation or video recording of candidate's language, literacy and numeracy practice
	• evaluation of a portfolio of evidence comprising:
	  o learner responses and feedback
	  o personal reflections
	  o planning notes
	  o preparation, such as detailed session plans, learning activities and assessment tools
	  o samples of resources
	• review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations and other work documents
	• questioning to establish required knowledge
	• review of third-party reports
	  o Performance Appraisal form/Performance Management plan
	  o Statements from colleagues
	  o Review of work samples verified by supervisor

UNIT DESCRIPTOR	POSSIBLE EVIDENCE QUESTIONS
ELEMENT 1 Analyse and apply conceptual frameworks underpinning numeracy teaching	How do you select adult numeracy teaching methodologies for adult numeracy learners in your context? (Give examples of how your teaching is influenced by current adult numeracy teaching theories. Explain the relevance of adult learning principles to teaching numeracy)
ELEMENT 2 Research numeracy requirements of those participating in numeracy provision	What processes have you used to develop profiles of the numeracy levels and numeracy learning needs of learners in diverse numeracy programs? (How did you determine the learning goals and numeracy skills required in different contexts? What research tools have you used? Who did you talk to for referral of learners?) How do you assess whether your own numeracy skills and knowledge is sufficient to teach the numeracy required? What evidence can you provide of your own numeracy knowledge and skills against the Australian Core Skills Framework?
ELEMENT 3 Select from a range of teaching approaches to develop participants' numeracy skills and knowledge	For a group of learners, how did you determine teaching approaches that are appropriate to the learners' numeracy skill levels, learning goals and vocational training context? (Consider teaching strategies and approaches, diverse skill levels, referral of learners with specific needs)
ELEMENT 4 Select from a range of learning resources to develop participants' numeracy skills and knowledge	What factors have you taken into consideration when selecting learning resources to develop learners' numeracy skills and knowledge? (How was your choice of traditional or new resources determined by the profile of learners? How do emerging technologies impact on the teaching and learning of numeracy?)
ELEMENT 5 Apply and evaluate strategies for teaching mathematical skills and knowledge	For a group of learners, how did you design and implement integrated numeracy and learning skills activities? What processes did you use to review and monitor your adult numeracy teaching strategies and learners' capacity to learn? (Consider profiles of learners: numeracy levels and learning contexts, and approaches to develop learning skills)

Evidence provided met unit elements and key competencies?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAELLN703A Develop English language skills of adult learners

Descriptor: This unit describes the performance outcomes, skills and knowledge required to develop English language teaching strategies to meet the literacy and numeracy needs of adult learners in vocational education and training (VET) contexts. It includes analysing the English language requirements of VET contexts, applying teaching approaches and strategies for teaching English language skills and selecting English language learning resources that meet learner requirements.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence

To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following:
● analyse the English language demands of delivery contexts
● identify English language skills of learners
● apply teaching approaches and strategies to develop the English language skills of a learner group in a specific delivery context
● evaluate effectiveness of teaching strategies
● review and use a range of learning resources to develop English language skills
	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit:
	● direct observation or video recording of candidate's language, literacy and numeracy practice
	● evaluation of a portfolio of evidence comprising:
	   ○ learner responses and feedback
	   ○ personal reflections
	   ○ planning notes
	   ○ preparation, such as detailed session plans, learning activities and assessment tools
	   ○ samples of resources
	● review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations and other work documents
	● questioning to establish required knowledge
	● review of third party reports
	   ○ Performance Appraisal form/Performance Management plan
	   ○ Statements from colleagues
	   ○ Review of verified work samples

UNIT DESCRIPTOR	POSSIBLE EVIDENCE QUESTIONS
ELEMENT 1 Analyse English language skills required in the delivery context	What processes have you used to develop profiles of learners in English language programs in a vocational training context? (How did you determine the learners' learning goals, their English language skills required in relation to the delivery contexts? What resources and training needs analysis tools did you use?)
ELEMENT 2 Select teaching approaches	For a group of learners, how did you determine teaching approaches that are appropriate to the learners' English language skill levels, learning goals and training context? (Consider barriers to learners' language development, teaching strategies and approaches, diverse skill levels, referral for specific needs of learners)
ELEMENT 3 Select range of learning resources to develop English language skills	What factors did you take into consideration when selecting learning resources to develop learners' English language skills? (How was your choice of traditional or new resources determined by the profile of learners? How do emerging technologies resources impact on the teaching and learning of English language? Give an example of how you contextualised resources for your training context.)
ELEMENT 4 Apply and evaluate activities to develop learners' English language skills	For a group of learners, how did you design integrated English language and learning skills activities suited to their needs and context? What processes did you use to review and monitor your adult English language teaching strategies? (Consider adult learning principles and profiles of learners: reading, writing and oral communication needs, and approaches to developing English language skills. How have evaluation outcomes impacted on your teaching approaches?)

Evidence provided met unit elements and key competencies?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills

Descriptor: This unit describes the performance outcomes, skills and knowledge required to plan, develop, monitor, assess and evaluate adult language, literacy and numeracy skills at different levels and in vocational education and training (VET) contexts. It also includes the performance outcomes, skills and knowledge required to evaluate delivery.

Name of Applicant _____ **Date of Application** _____

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capacity to do the following: • identify and analyse training specifications and learner profiles • design a program to develop language, literacy and numeracy skills appropriate to delivery context • apply adult language, literacy and numeracy teaching strategies appropriate to learner needs and delivery context • monitor learning and provide feedback to learners • develop assessment tools consistent with training specification and appropriate to learner needs • prepare records and reports developed to meet needs of stakeholders • evaluate own practice	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • direct observation or video recording of candidate's language, literacy and numeracy practice • evaluation of a portfolio of evidence comprising: o learner responses and feedback o personal reflections o planning notes o preparation, such as detailed session plans, learning activities and assessment tools o samples of resources • review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations and other work documents • questioning to establish required knowledge • review of third-party reports o Performance Appraisal form/Performance Management plan o Statements from colleagues o Review of verified work samples

UNIT DESCRIPTOR	POSSIBLE EVIDENCE QUESTIONS
ELEMENT 1 Plan to develop adult language, literacy and numeracy skills	What factors do need to take into consideration when you are planning to develop language, literacy and numeracy skills? (Consider the content of the language, literacy and numeracy program, and data from initial assessment and consider input from relevant parties who may contribute to the success of the program. How do you ensure that legal, organisational and ethical requirements are met?)
ELEMENT 2 Plan delivery within relevant frameworks	What processes have you used to plan the delivery of an adult language, literacy and numeracy program in a vocational and/or community context? (Consider the factors that you have taken into consideration when developing a session plan and choice of teaching resources. How is your teaching practices influenced by your understanding of adult Language, Literacy and Numeracy skills development?)
ELEMENT 3 Select and apply adult language, literacy and numeracy teaching strategies appropriate to context	For a group of learners, how do you determine which teaching strategies are best suited to their needs? (Consider the training context, contextualised teaching strategies, interpersonal skills to facilitate learning, learning material requirements and delivery mode.)
ELEMENT 4 Monitor adult language, literacy and numeracy skill development	What processes have you used to monitor the progress of adult language, literacy and numeracy skills development of your learners in a vocational training context? (Consider the possible barriers to LLN skills development in your program, referral and other program options)
ELEMENT 5 Design and implement assessment processes	Explain your assessment process for adult LLN programs. (Consider assessment tools and training specification requirements (e.g. LLN integrated into Training Packages or in stand alone LLN courses or units, use of ACSF), equitable assessment processes, assessment outcomes and reporting requirements)
ELEMENT 6 Evaluate program	What processes do you use to review and monitor the effectiveness of language, literacy and numeracy program? (Who did you talk to? What changes have you made as a result of the evaluation)

Evidence provided met unit elements and key competencies?   Yes ☐ RPL approved   NOT YET ☐

Comments:	**Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills

Descriptor: This unit describes the performance outcomes, skills and knowledge required to design and implement a process to assess the language, literacy and numeracy skills of prospective adult learners. The unit prepares a practitioner to carry out initial assessments in workplace, training organisation and community contexts, and to maintain knowledge of current provision and requirements in vocational education and training (VET). The unit also addresses skills and knowledge required to evaluate the assessment process.

Name of Applicant

Date of Application

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence

To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following:
 	
• outline the assessment process, including own role
• develop a pre-training assessment kit that:
    ○ is consistent with AQTF requirements
    ○ is customised to meet needs of particular learner group, funding body, industry or workplace
    ○ demonstrates significant depth of knowledge of;
       - range of social, psychological, physical and cultural factors that influence language, literacy and numeracy development in learners
       - how these issues have been considered in the design of the assessment process
• provide records of assessments (confidentiality protected)
• provide current information about the range of adult literacy and numeracy options available to learners
• provide records of evaluations of the process and the assessment kit
• provide evidence of changes made to the assessment process as a result of feedback
	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit:
	
	• direct observation or video recording of candidate's language, literacy and numeracy practice
	• evaluation of a portfolio of evidence comprising:
	    ○ samples from a pre-training assessment kit developed by the candidate
	    ○ records of interviews and assessments
	    ○ current information and options and outcomes of the process
	• questioning to establish required knowledge

UNIT DESCRIPTOR	POSSIBLE EVIDENCE QUESTIONS
ELEMENT 1 Design a pre-training assessment process to analyse adult language, literacy and numeracy skills	What processes have you used to design a pre-training assessment kit to analyse adult language, literacy numeracy skills in a vocational training context? (Consider the mapping tools for the Australian Core Skills Framework, different LLN provisions' requirements, Workplace or vocational literacy and numeracy requirements, context of assessment)
ELEMENT 2 Conduct the assessment	For groups or individual candidates, how do you set up and contextualise the assessment to provide the most effective assessment process? (Consider information process, range and levels of LLN skills of candidates, location of assessment, collection of evidence)
ELEMENT 3 Analyse data to establish candidate's English language, literacy and numeracy skills	How do you determine the language, literacy, numeracy, oral communication and learning levels of candidates with the benchmark in relevant frameworks? (Consider how you cross reference evidence to ACSF, industry requirements, Training Packages or accredited courses' requirements)
ELEMENT 4 Provide effective advice on suitable program options	Describe how you and the candidate negotiate a final agreement on placement and/or referral to an appropriate LLN program.
ELEMENT 5 Report outcome of assessment	What processes do you use to record and report the results in your vocational or community training context? (Consider records of assessment, evidence collected and outcomes)
ELEMENT 6 Evaluate the assessment process	How do you collect and utilise feedback/evaluation for your assessment process? (Consider the relevant stakeholders, evaluation tools, verification and moderation of assessment standards, continuous improvement processes)

Evidence provided met specifications of unit?   Yes ☐ **RPL approved**   NOT YET ☐

Comments: Actions (e.g. further evidence, skills gap training etc):

Assessor signature

All information provided is true and correct

Candidate/applicant signature   Date:

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

Descriptor: This unit describes the performance outcomes, skills and knowledge required to devise and provide adult language, literacy and numeracy support services within a training organisation.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements:	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following:	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit:
• undertake research resulting in a profile of language, literacy and numeracy requirements of vocational context	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:
• develop sample of learner profiles with analyses of individual's literacy and numeracy skills, and teaching notes developed by the candidate, including activities and resources	• evaluation of a report or case study
• collaborate with others in the VET context	• questioning to establish required knowledge
• develop an outline of strategies for language, literacy and numeracy support implemented in vocational training	• review of third-party reports
• evaluate support strategies and resulting outcomes.	• review of verified work samples.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Research language, literacy and numeracy demands of vocational training context	What processes have you used to develop a profile of the LLN demands in a vocational training context? (Who did you talk to? How did you determine the LLN levels required in the training specification or workplace practices? How did you determine equitable ways to assess this?)
ELEMENT 2 Analyse individual's language, literacy and numeracy skills	For a group of potential participants how do you identify individual's language, literacy and numeracy skills in relation to the specific vocational requirements?
ELEMENT 3 Develop a language, literacy and numeracy support strategy for vocational training	What factors do you take into account when developing a language, literacy and numeracy support strategy for vocational training? (Consider - modes of training, instructional design, context of delivery e.g. where and when, input from colleagues, monitoring and evaluating)
ELEMENT 4 Select and apply a range of teaching strategies to develop language, literacy and numeracy skills relevant to vocational context	For a group of participants – how do you determine which teaching strategies are best suited to their needs? (Consider vocational context, strategies to develop the core skills of adult earners so that they can work effectively with range of texts used within the vocational context, how to work collaboratively with VET colleagues)
ELEMENT 5 Participate in assessment processes	How do you ensure compliant and equitable assessment processes? (Consider compliance and reporting processes, communication requirements with VET colleagues, accessing internal and external moderation and validation opportunities)
ELEMENT 6 Evaluate support services	What processes do you use to review and monitor the efficacy of the LLN support services?

Evidence provided met specifications of unit?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAALLN501A Support the development of adult language, literacy and numeracy skills

Descriptor: This unit describes the performance outcomes, skills and knowledge required to develop strategies to support adults to extend their language, literacy and numeracy skills.

Name of Applicant _____   **Date of Application** _____

RECOGNITION EVIDENCE

Specific evidence requirements:	Types of evidence

To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following:
 	
• examine the function of language, literacy and numeracy skills in current Australian contexts
• analyse factors that impact on the development of language, literacy and numeracy skills
• examine a range of reading, writing, oral communication and numeracy teaching strategies
• select and apply strategies to support a learner, relevant to learner context and purpose
• review strategies.
	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit:
	
	• direct observation or video recording of candidate'
	• evaluation of a portfolio of evidence comprising:
	    o learner feedback
	    o learning activities
	    o personal reflections
	    o planning notes
	    o samples of resources
	• questioning to establish required knowledge
	• review of work samples verified by supervisor
	• review of third-party reports which could include:
	    o Performance Appraisal
	    o Statements from colleagues
	    o evaluation of a report or case study

ELEMENT	POSSIBLE EVIDENCE QUESTIONS **These questions are designed to assess the required knowledge for this competency**
ELEMENT 1 Analyse language, literacy and numeracy in current Australian context	Considering how language, literacy and numeracy skills impact on learning in the VET sector in Australia? Can you give an example from your specific area (industry or community) where an individual's LLN skills have impacted on their life's chances? What other factors in combination with LLN skills might be relevant? Can you draw on any comparison between your experience in delivering LLN skills and those reported in national or international data? What impact does context and purpose have on language, literacy and numeracy skills?
ELEMENT 2 Analyse personal, social and cultural factors influencing development of language, literacy and numeracy skills	What factors influence the development of an individual's language, literacy and numeracy skills? (Consider factors such as education, health, psychological, socio-economic disadvantage). What processes do you have in place to identify language, literacy and numeracy needs of learners?
ELEMENT 3 Evaluate strategies to develop literacy and numeracy skills and apply them to support learners	What strategies have you found useful for developing a language, literacy and numeracy skills? (Consider – language, literacy and numeracy skills were focussing on and vocational context, strategies to develop the core skills of adult earners so that they could work effectively with range of texts used within the vocational context? To what extent were they successful?)
ELEMENT 4 Review strategies	What process do you use to monitor and evaluate the effectiveness of the literacy and numeracy you deliver to adult learners?

Evidence provided met specifications of unit?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

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Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAEASS501A Lead and coordinate assessment systems and services

Descriptor:　　　　This unit specifies the competence required to provide leadership in assessment and to coordinate assessment validation and appeals processes.

Name of Applicant

Date of Application

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
Can you provide evidence of assessment leadership and coordination? • demonstrate continuing development of your own assessment expertise • provide leadership, direction and support to other assessors, including role-modelling good assessment practice • monitor the work of assessors and others involved in carrying out assessments • take responsibility for initiating, organising and facilitating assessment validation and appeals processes	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • evaluation of a portfolio of evidence • questioning to establish required knowledge • third-party reports.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Develop and extend assessment expertise	What processes and activities have you used to develop and extended your assessment practice? (Consider ethical standards which underpin your practice, research and range of assessment methods)
ELEMENT 2 Lead assessment activities	What opportunities for assessors to practise and maintain their current competence have you provided? (Consider how you identify professional development needs and strategies such as: partnership arrangements, compliance activities, networking and create internal and external moderation and validation opportunities)
ELEMENT 3 Monitor assessment practice	What quality assurance mechanisms are in place in your assessment strategy? How can you demonstrate these mechanisms are implemented and effective? Describe an organisational, legal or ethical issue that you have identified when monitoring the assessment practice of assessors.
ELEMENT 4 Coordinate assessment validation activities	What is your role in coordinating assessment validation activities? Explain what you are looking for when you monitor other assessors' assessment practice. What are the rules of evidence and why are they important, particularly in a validation context? Outline/explain your organisation's assessment validation process.
ELEMENT 5 Manage assessment appeals	What are the principles of assessment and how do they guide assessment, validation and appeals processes? Explain your organisation's assessment appeals process.

Evidence provided met unit elements and key competencies?　　　　　　Yes ☐ RPL approved　　　　NOT YET ☐

Comments:　　　　　　　　　　　　　　　　　　　　　　　　　　　　**Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____　　　　　**Date:** _____

All information provided is true and correct

Candidate/applicant signature _____　　　　**Date:** _____

TAEDES502A Design and develop learning resources

Descriptor: This unit specifies the competency required to design and develop resources to support learning.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following: • design a complete learning resource product that demonstrates competency against the specifications outlined in the Performance Criteria of TAADES502B or, • provide evidence of contributions to a range of learning resources and learning materials that in combination demonstrate competency in accordance with the specifications of TAADES502B • provide evidence of transferable application to the development of other learning resources • provide evidence that the learning resource was mapped to a training specification used in a particular context • provide evidence that the resource was designed to meet the needs of an individual or particular group of learners	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • evaluation of a portfolio of evidence (including samples of learning resources) • questioning to establish required knowledge • third-party reports.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Research and interpret the learning resource requirements	What processes and methodologies do you use when you plan a learning resource to meet the needs of the target audience? (Consider learner characteristics, learning environment, ethical and legal considerations)
ELEMENT 2 Design the learning resource and plan the content	What factors impact on your design decisions, content selection and proof of concept development? (Consider design options, learning styles, training specifications, budget, personnel required, requirements of the funding body)
ELEMENT 3 Develop the learning resource content	How do decisions about elements such as text type, size etc and use of visuals contribute to the overall efficacy of a learning resource?
ELEMENT 4 Review learning resource prior to implementation	What mechanisms do you use to check on the quality of any learning resource?
ELEMENT 5 Evaluate the design and development process	What processes do you use to monitor the efficacy of the resource during the development stage? How do you incorporate feedback and learning for continuous improvement?

Evidence provided met unit elements and key competencies?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

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Assessor signature   _____   **Date:**   _____

All information provided is true and correct

Candidate/applicant signature   _____   **Date:**   _____

4.3 Evidence Review for TAE70110 Vocational Graduate Certificate

It is expected that this "Evidence Review" summary sheet (or similar) would be attached to each participant's evidence compiled during the RPL assessment process.

To meet the requirement of sufficiency more than one form of evidence is required. The evidence must relate directly to the competency.

Unit Code	Unit Title	Equivalence[*]	RPL process					Decision	
			Documents	Questions	3rd Party Report	Other evidence	Competent	More evidence required
Core units								
TAELLN701A	Analyse and apply adult literacy teaching practices							
TAELLN702A	Analyse and apply adult numeracy teaching practices							
TAELLN703A	Develop English language skills of adult learners							
TAELLN704A	Implement and evaluate delivery of adult language, literacy and numeracy skills							
Elective units								
TAELLN705A	Design and conduct pre-training assessment of adult language, literacy and numeracy skills							
TAELLN706A	Lead the delivery of adult language, literacy and numeracy support services							
TAALLN501A	Support the development of adult language, literacy and numeracy skills							
TAEASS501A	Lead and coordinate assessment systems and services							

[*] Equivalence from 40499SAAdvanced Diploma of Language, Literacy and Numeracy (LLN) Practice in VET.

Unit Code	Unit Title	Equivalence•	RPL process				Decision	
			Documents	Questions	3rd Party Report	Other evidence	Competent	More evidence required
TAEDES502A	Design and develop learning resources							

Evidence of Employability Skills

Communication	Teamwork	Problem solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology

Candidate's Name: _____

Date: _____

Assessor's Name: _____

Assessor's Signature: _____

4.4 Skills recognition guides for the units in the Vocational Graduate Diploma

There is Skills recognition guide for each core and elective unit in the qualification.

- Page 1 of each guide contains the critical aspects for assessment and evidence required to demonstrate competency for the unit and a list of the particular types or methods of evidence thatf are deemed appropriate.

- Page 2 contains a set of evidence questions for each unit element to draw out evidence of underpinning knowledge and skills. RPL/RCC assessors should use these questions as a set of prompts to elicit sufficient evidence. Candidate's preparing evidence for RPL/RCC should use the unit Required Skills and Knowledge section and the Range Statement from each unit as a guide to the types and scope of evidence required.

- Page 3 contains a set of documentation tables where an assessor can make notes about the type, validity and sufficiency of evidence provided and provide an assessment decision. This is either that RPL is approved for the unit, or that additional action is required. This action may involve the need for a different form or additional evidence to be supplied or that the candidate may need to take part in a training program to gain particular skills and knowledge.

Full copies of units for both qualifications can be accessed though the National Training Information Service

www.ntis.gov.au

BSBRES801A Initiate and lead applied research

Descriptor: This unit describes the performance outcomes, skills and knowledge required to plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context.

The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to:	The candidate will need to provide a range of evidence to demonstrate competency.
• formulate a research proposal or plan which includes:	The following examples are appropriate for this unit:

o specific research questions or hypotheses
   o valid population or sample size
   o description of the geographical, cultural, social or institutional context within which the research will be carried out
   o full description of the data collection methods
   o analysis of the limitations to research design
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• applied projects or assessment activities relating to conducting applied research
	• observation of contextual application of skills
	• oral or written questioning to assess knowledge of applied research.

• design an applied research project using appropriate tools and techniques	
• produce a research report with analysis of data, and valid and reliable findings	
• demonstrate the utility and relevance of the research results	
• demonstrate knowledge of applied research techniques.	

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Construct an applied research strategy	What factors do you need to consider when formulating an applied research strategy? (Consider purpose and target group, policies and procedures, mechanisms for data collection) How do you ensure the reliability and validity of any data and that you have adhered to ethical conduct? Can you give an example of a research hypothesis and related strategy that you have implemented? What tools and resources did you utilise?
ELEMENT 2 Use a range of applied research techniques	What research methods have you used? How and why have you selected particular methods from the range of theories and techniques available? (Consider 'Applied research methods and theories' listed in Range Statement of the unit)
ELEMENT 3 Analyse and present findings	What quality assurance mechanisms do you use to ensure the accuracy and impact of your research findings and report? (Consider: Analysing the data for accuracy, validity and reliability, any legal issues, relating findings back to original hypothesis, extrapolating from data, presenting information to meet needs of audience and purpose, implications of findings in terms of learning strategy and further research needs) How do you evaluate the impact of research findings?

Evidence provided met specifications of unit?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

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Assessor signature   _____   **Date:**   _____

All information provided is true and correct

Candidate/applicant signature   _____   **Date:**   _____

TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response

Descriptor: This unit describes the performance outcomes; skills and knowledge required to initiate, research, design and develop resources to support adult language, literacy and numeracy learning.

Name of Applicant

Date of Application

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following: • access and analyse a broad range of policies that may impact on adult language, literacy and numeracy provision • identify impact that policy may have on the training organisation • implement response to the policy within the training organisation. • analyse and report on the effectiveness of the response to policy implementation within the training organisation • provide evidence of reflection on own practice.	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • evaluation of documented evidence of a policy response by the candidate • review of applied projects • review of third-party report • questioning to establish required knowledge.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS **These questions are designed to assess the required knowledge for this competency**
ELEMENT 1 Analyse policy and its relationship to adult language, literacy and numeracy provision	Why is it important to review policy environments in relation to LLN implications? What kinds of policy decisions and documents might you need to consider in relation to language, literacy and numeracy provision, services or resourcing within your workplace context? How do you determine the impact of policy on language, literacy and numeracy provision, services or resourcing within your workplace context and the subsequent actions required? How do you determine the impact of policy on learners within particular programs? (Consider Commonwealth, State and organisational contexts)
ELEMENT 2 Lead the implementation of adult language, literacy and numeracy strategic response	Outline a case study of where you have implemented an organisational or industry response to a new govt policy. What processes do you use to inform others within your organisation of the required responses? What factors need to be considered in formulating an effective strategy? What implementation issues need to be considered in order for the strategy to have impact? (Consider organisational procedures, stakeholder engagement etc)
ELEMENT 3 Review the response to policy	How do you communicate your response to policy to relevant stakeholders? What processes, tools and communication strategies do you utilise in evaluating the efficacy of your policy response? (Consider evaluation plan, documentation of process, report on outcomes and communication to policy bodies)

Evidence provided met specifications of unit?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAELLN802A Research and implement new adult language, literacy and numeracy practices

Descriptor: This unit describes the performance outcomes, skills and knowledge required to research new adult language, literacy and numeracy practices and implement them to meet the needs of adults seeking to develop their language, literacy and numeracy skills. New adult language, literacy and numeracy practices may be theories, approaches or strategies that are new to education, new to the adult literacy field, new to Australia, new to particular delivery contexts or provider organisations, or simply new to the practitioner.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to: • review current practice • undertake research into English language, literacy and numeracy teaching practices, and evaluate their relevance to current context • implement new practices • evaluate the effectiveness of new practices.	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • review of applied project or case study • evaluation of documented evidence • questioning to establish required knowledge • review of third-party report.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Review effectiveness of current adult language, literacy and numeracy practices	What criteria would you use to evaluate the effectiveness of current teaching practices within your workplace and learning context? (Consider details from the Range Statement of the unit)
ELEMENT 2 Research advances in practice	What information sources might you utilise to identify and gather information about areas of research relevant to your area of professional interest?
ELEMENT 3 Analyse new adult language, literacy and numeracy practices	What evaluation processes would allow you to match the new practices to the specific requirements of learners in your workplace and learning context? (Consider the context for learning, the type of learner, the emphasis on English language, literacy or numeracy skill development, the relationship of outcomes to accredited training or formal or informal frameworks etc)
ELEMENT 4 Apply new adult language, literacy and numeracy practices	For a group of learners, how might you introduce a new learning practice into a delivery program? (Consider planning with colleagues, changes to existing practices etc)
ELEMENT 5 Evaluate new adult language, literacy and numeracy practices	How might you evaluate the efficacy of new adult language, literacy and numeracy practices within your workplace or learning context?

Evidence provided met specifications of unit?　　　　　　　　Yes ☐ RPL approved　　　NOT YET ☐

Comments:　　　　　　　　　　　　　　　　　　　　　　　　**Actions (e.g. further evidence, skills gap training etc):**

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Assessor signature _____　　**Date:** _____

All information provided is true and correct

Candidate/applicant signature _____　**Date:** _____

TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development

Descriptor: This unit describes the performance outcomes, skills and knowledge to formulate a strategy to deliver language, literacy and numeracy skill development in a workplace. The unit addresses the analysis of industry factors that impact on the English language, literacy and numeracy required of employees. It enables practitioners to design programs that meet the requirements of the Workplace English Language and Literacy (WELL) program.

Name of Applicant

Date of Application

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence

To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following:
 	
• analyse a company profile and consult with stakeholders at all levels within the workplace
• identify the English language, literacy and numeracy needs of a workplace aligned to national frameworks
• develop a language, literacy and numeracy skill development plan for a specific workplace, including undertaking the research that underpins the plan, detailing the rationale for the particular forms of training recommended
• use pre-training assessment processes contextualised into the workplace environment
• implement a communication strategy and an evaluation strategy
	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit:
	
	• evaluation of a report or case study
	• review of authenticated evidence from the workplace, including verified work samples:
	   ○ WELL Program funding application
	   ○ WELL Program course outline and/or training proposal for a company
	   ○ WELL Program reports
	• questioning to establish required knowledge

UNIT DESCRIPTOR	POSSIBLE EVIDENCE QUESTIONS
ELEMENT 1 Analyse company profile	What processes have you used to analyse a company profile in relation to its training needs? (Consider research tools and stakeholders you involve to develop knowledge of company background, changes and risks impact on the company, Government policy, the broader industry workforce profile and the company's workforce LLN profile)
ELEMENT 2 Analyse English language, literacy and numeracy demands of the workplace	How do you establish the workplace English language and literacy demands of a company? (Consider the LLN levels required by the workforce for the company's current and future training, company's communication systems and practices and possible funding sources to assist the company's LLN training needs)
ELEMENT 3 Provide leadership in developing language, literacy and numeracy skills development plan	Provide an example of the processes have you used to develop a workplace language, literacy and numeracy plan for a company. (Consider the different components to be incorporated in a training proposal: modes of training and assessment in response to learners' profile and workplace operations, LLN underpinning skills for vocational training, LLN skills development in relation to learners' job roles and responsibilities, evaluation strategies and stakeholders involved in the program)
ELEMENT 4 Identify program participants	Explain an effective process for identifying and selecting participants/learners in a workplace English Language and Literacy program. (Consider consultative process, recruitment strategies and process, pre-training LLN assessment tool, review of training plan for maximum participation)
ELEMENT 5 Implement and review the language, literacy and numeracy skill development	Give an example of how you implemented a workplace English Language and Literacy program. How did you demonstrate the impact of training on the learners' and workplace's requirements? (Consider integration of LLN skills development for individual and groups of learners that mapped to workplace requirements, evaluation processes, funding reporting requirements and ongoing improvement strategies)

Evidence provided met specifications of unit?

Comments:

                      Yes ☐ **RPL approved**   NOT YET ☐

Actions (e.g. further evidence, skills gap training etc):

Assessor signature

Date:

All information provided is true and correct

Candidate/applicant signature

Date:

TAELLN804A Design programs to develop adult language, literacy and numeracy skills

Descriptor: This unit specifies the performance outcomes, skills and knowledge required to design and review programs that develop adult language, literacy and numeracy skills. This unit requires analysis of factors that impact on the design of programs where adult language, literacy and numeracy are the major focus, such as the Language, Literacy and Numeracy Program (LLNP).

Name of Applicant _____   **Date of Application** _____

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following: - analyse factors influencing program design - analyse packaging rules and Assessment Guidelines of courses and Training Packages - tailor a course to meet program requirements - design a program delivery and assessment plan that is consistent with program requirements, and demonstrate how the required skills and knowledge were used to inform the design - review a delivery program.	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: - evaluation of an example of program design that reflects the program guidelines and needs of particular target groups of learners, and the delivery and learning context - evaluation of a report or case study - questioning to establish required knowledge.

UNIT DESCRIPTOR	POSSIBLE EVIDENCE QUESTIONS
ELEMENT 1 Examine parameters of adult language, literacy and numeracy program design	What factors do you need to take into consideration when designing a program where adult language, literacy and numeracy program is a major focus, such as Language, Literacy and Numeracy Program (LLP, WELL, WELL/IEP (Consider program funding guidelines, underpinning adult language, literacy and numeracy pedagogies that match your program focus, learners' eligibility and options for eligible learners)
ELEMENT 2 Select course level and units	What processes have you used to select course level and units for an adult LLN program (Consider learners' levels and needs, mapping of qualifications' packaging rules to program focus, how Training Packages' Assessment Guidelines guide your selection of units of competency)
ELEMENT 3 Tailor program to meet needs of learner group	Describe how you customise a program based on pre-training assessment outcomes, profile of learner group and available resources. (Consider factors that determine the profile of a learner group and how you customise resources and content of delivery structure to match learner profile and program focus)
ELEMENT 4 Design program structure	For a group of learners – how do you design a program structure that will provide maximum learning impact on the learners? (Consider learning needs of language and literacy learners and their language and literacy skill acquisition, modes of delivery and assessment, critical points for reporting outcomes for funding bodies, options of collaborative arrangements for teaching)
ELEMENT 5 Review the program design	What processes have you used to review your adult language, literacy and numeracy program? (Consider your review criteria such as funding requirements, organisational quality management processes, stakeholders involved in the review and ongoing improvement processes arising from the review)

Evidence provided met specifications of unit?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAELLN805A Formulate strategy for adult language, literacy and numeracy skill development in a community program

Descriptor: This unit describes the performance outcomes, skills and knowledge required to formulate and lead a strategy for adult language, literacy and numeracy skill development in a community program.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following: • describe the role of a language, literacy and numeracy practitioner within the project • analyse English language, literacy and numeracy demands of the community program and how this analysis has been used to design strategies and resources to meet needs of a community project • develop products for the project • develop a communication strategy • review and evaluate the language, literacy and numeracy practitioner role and contribution to the project.	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • evaluation of authenticated evidence from a community project, including work samples verified by supervisor • evaluation of a report, case study or presentation examining strategies and resources developed to meet the goals of a community project and rationale for these • questioning to establish required knowledge.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Clarify purpose for involvement	What processes have you used to explore the parameters of a LLN project / involvement in a community program? (Who did you talk to? How did you identify the language, literacy and numeracy goals required in the community program? How did you determine appropriate funding sources and any requirements of these that the language, literacy and numeracy program would need to meet? What was your role in the project?)
ELEMENT 2 Analyse language, literacy and numeracy requirements of community program	How did you identify the language, literacy and numeracy outcomes embedded in the community program? How did you identify learner and community goals and how literacy and numeracy can support the achievement of these goals? (Consider how you identified language, literacy and numeracy skills embedded in community program goals, and what the risks were to the program's success if participants did not have these skills. How did you identify potential learner s and their literacy and numeracy needs in your community program?
ELEMENT 3 Provide leadership in designing language, literacy and numeracy support for the program	What factors do you need to take into account when designing a language, literacy and numeracy support strategy for a community program? (Consider theoretical understandings, program focus, modes of training, instructional design, and context of delivery e.g. where and when, teaching strategies, and monitoring and evaluating. What input did you have from colleagues in the community program?)
ELEMENT 4 Implement support for the program	What support did you put in place for the community program? (Consider how you worked collaboratively with community program colleagues, resources you developed to support the language, literacy and numeracy component of the community program)
ELEMENT 5 Devise a communications strategy	Describe a communications strategy you used to plan, implement and review a community literacy and numeracy program. What processes did you develop to ensure that the community program was able to communicate with potential learners who may have language and literacy numeracy difficulties? (Consider identifying any potential barriers to communication, guidelines about appropriate levels of language, literacy and numeracy to be used when developing communications, processes to be put in place to monitor guidelines)
ELEMENT 6 Review the language, literacy and numeracy component of the project plan	What processes do you use to review and monitor the efficacy of the LLN support services?

Evidence provided met specifications of unit?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

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Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

TAELLN806A Initiate, develop and evaluate adult language, literacy and numeracy resources

Descriptor: This unit describes the performance outcomes, skills and knowledge required to initiate, research, design and develop resources to support adult language, literacy and numeracy learning.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following: • design a project brief and plan agreed by stakeholders, including rationale for the project and research undertaken • develop a draft of the resource, including rationale for choice of content and design features • evaluate and use feedback from consultations • produce a final version of the resource • evaluate the process and product.	The candidate will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • evaluation of a portfolio of evidence • questioning to establish required knowledge • third-party reports.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Confirm need for language, literacy and numeracy resource	What processes do you use to identify and confirm the need for a language, literacy and numeracy resource? (What research did you do to establish the language, literacy and numeracy skills and knowledge that needed to be developed? What research did you do to confirm there were no existing resources that met this need and which reflected your theoretical understanding of good practice?
ELEMENT 2 Establish support for resource development	What support do you establish for the development of a language, literacy and numeracy resource? (Consider how you established the support of parties with an interest in the outcome of the resource development. How did you select them? What processes did you put in place so they could be involved in the resource development? What support did they offer?
ELEMENT 3 Design the adult language, literacy and numeracy resource	What factors do you take into account when designing a language, literacy and numeracy resource? (Consider theoretical understandings, VET frameworks, resource focus, and design features, the audience for the resource, complexity of literacy and numeracy required, context resource will be used What input did you have from consultative groups?)
ELEMENT 4 Develop the adult language, literacy and numeracy resource	What processes do you use when developing a language, literacy and numeracy resource? (Consider how you select content, and develop activities to cover the range of skills and knowledge required. What theoretical understandings are reflected in the resource development? How have you structured the resource and why did you structure it this way? How are VET frameworks reflected in the resource? What feedback do you seek on the resource, and what use do you make of the feedback?
ELEMENT 5 Evaluate the resource	What processes did you use to monitor and evaluate the resource development? (Consider criteria used to evaluate.)

Evidence provided met specifications of unit?   Yes ☐ RPL approved   NOT YET ☐

Comments: **Actions (e.g. further evidence, skills gap training etc):**

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Assessor signature   _____   **Date:**   _____

All information provided is true and correct

Candidate/applicant signature   _____   **Date:**   _____

TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program

Descriptor: This unit describes the performance outcomes, skills and knowledge required to design, implement and evaluate an adult language, literacy and numeracy professional development program.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following: • develop an adult language, literacy and numeracy professional development plan, with stakeholder support • develop an adult language, literacy and numeracy professional development training program, which demonstrates significant depth of knowledge of strategies to support adults wanting to develop language, literacy and numeracy skills • plan and deliver activities to support professional development program • provide a program evaluation report • demonstrate changes made to the program as a result of feedback.	The competent adult literacy practitioner will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • evaluation of a portfolio of evidence • review of applied projects and learning activities, such as reports and case studies • questioning to establish required knowledge • review of work samples verified by supervisor.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Design an adult language, literacy and numeracy professional development program	What factors do you consider when you design an adult language, literacy and numeracy professional development program? (How do you identify the knowledge about language, literacy and numeracy skills required by the participants? How do you identify the content of the program? What do you consider when developing a plan for the program? What theoretical models and VET frameworks influence your decisions about content?)
ELEMENT 2 Implement and deliver program plan	What processes do you put in place when implementing and delivering a language, literacy and numeracy professional development program? (Consider activities and resources, eliciting and using feedback, and assessment. Who do you need to inform about program outcomes?)
ELEMENT 3 Evaluate professional development program outcomes	What factors do you need to take into account when designing an evaluation strategy? (Consider how the program is best evaluated, and who needs to be informed of outcomes of the evaluation).

Evidence provided met specifications of unit?

Comments:

Yes ☐ **RPL approved**   **NOT YET** ☐

Actions (e.g. further evidence, skills gap training etc):

Assessor signature _____   **Date:** _____

All information provided is true and correct

Candidate/applicant signature _____   **Date:** _____

BSBLED704A Review enterprise e learning systems and solutions implementation

Descriptor: This unit describes the performance outcomes, skills and knowledge required to design, review and implement advanced enterprise electronic learning (e learning) solutions as a member of a senior management team.

The unit covers evaluating trends in e learning in relation to organisational plans, monitoring e learning resources, and ensuring any proposed solutions are tested and evaluated against organisational requirements.

Name of Applicant

Date of Application

RECOGNITION EVIDENCE

Specific evidence requirements:	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following: • analysis, design, implementation and evaluation of an e-learning solution to meet a business need or the needs of a specified user group • documented review and confirmation of appropriateness of e-learning resources and policies and procedures to meet organisational and individual learner needs • knowledge of e-learning resources and systems testing and evaluation strategies.	The competent practitioner will need to provide a range of evidence to demonstrate competency. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, for example covering e-learning system evaluations, research on trends in e-learning, review and confirmation of appropriateness of e-learning resources to organisational and individual learner needs, policies and procedures for e-learning resources, and selection of appropriate e-learning resources • direct observation of contextual application of skills • oral or written questioning to assess knowledge of range of e-learning environments and their application in designing e-learning resources.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Evaluate trends in e learning	What processes have you used to evaluate trends in e-learning? (Consider how you differentiated between, and evaluate uses of, the different forms of e-learning. How did you identify trends in e-learning? How did you relate these to wider organisational policies, codes of practice and standards?)
ELEMENT 2 Monitor e learning resource alignment to organisational requirements	How did you ensure e-learning developments were consistent with your organisation's strategic and learning requirements? (Consider how you analysed implications for teaching of new e-learning technologies, what considerations there were for the learning needs of specific user groups, possible risks).
ELEMENT 3 Test and evaluate e learning solutions	What factors did you need to take into account when testing and evaluating e-learning solutions? (Consider how you established criteria for evaluation, including instructional design principles, and technical, user and organisational requirements. What consultation and evaluation processes did you use? What monitoring and continuous improvement did you put in place?)

Evidence provided met unit elements and key competencies?　　　　Yes ☐ RPL approved　　　　NOT YET ☐

Comments:	**Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____　　　　**Date:** _____

All information provided is true and correct

Candidate/applicant signature _____　　　　**Date:** _____

BSBINN801A Lead innovative thinking and practice

Descriptor: This unit describes the performance outcomes, skills and knowledge required to generate, lead and sustain innovative organisational thinking and practice.

The unit also covers generating innovative thinking and creativity to lead sustainable innovative practices; supporting a culture of innovation; and maintaining a sustained approach to innovative thinking and practice.

Name of Applicant   **Date of Application**

RECOGNITION EVIDENCE

Specific evidence requirements	Types of evidence
To demonstrate competency in this unit you will need to demonstrate or provide evidence of your capability to do the following:	The competent practitioner will need to provide a range of evidence to demonstrate competency.
• comprehensive understanding and application of key concepts, current theories and processes for promoting innovative thinking and practices in an organisational or industry context	The following examples are appropriate for this unit:
• critical examination of trends in thinking and emerging practices as they relate to an organisation or industry's current thinking and practices	• direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate
• knowledge of social, political, economic and technological developments that determine the broad context for innovation in the relevant workplace or industry context.	• evaluation of reports prepared by the candidate to propose strategies and techniques for building innovative thinking and practice within a given context
	• oral or written questioning to assess knowledge of innovation theory and practice, context for innovation, and factors that affect innovation in a particular organisation or industry.

ELEMENT	POSSIBLE EVIDENCE QUESTIONS
	These questions are designed to assess the required knowledge for this competency
ELEMENT 1 Generate innovative thinking and creativity	What research and analysis have you undertaken to generate new ideas and thinking? (Consider techniques and tools, trends impacting on the organisation or professional area, conditions for innovation, drivers and enablers)
ELEMENT 2 Lead innovative practices	What processes did you undertake to lead innovation within your organisation or professional area? (Consider issues to do with personal style and attitudes towards innovation, operational requirements and risk factors, and means of promotion of innovation within the organisation or professional area)
ELEMENT 3 Generate and support a culture of innovation	What processes and mechanisms did you establish to promote innovative thinking? (Consider communication processes, resources, strategies)
ELEMENT 4 Sustain innovative thinking and practice	What strategies did you establish to create a sustainable culture of innovation within the organisation or professional area? (Consider risks and barriers, monitoring and reflection)

Evidence provided met specifications of unit?　　　　　Yes ☐ RPL approved　　　NOT YET ☐

Comments:　　　　　　　　　　　　　　　　　　　　　　**Actions (e.g. further evidence, skills gap training etc):**

Assessor signature _____　　**Date:** _____

All information provided is true and correct

Candidate/applicant signature _____　**Date:** _____

4.5 Evidence review of TAE80110 Vocational Graduate Diploma

It is expected that this "Evidence Review" summary sheet (or similar) would be attached to each participant's evidence compiled during the RPL assessment process.

To meet the requirement of sufficiency more than one form of evidence is required.
The evidence must relate directly to the competency

Unit Code	Unit Title	Equivalence*	RPL process				Decision	
			Documents	Questions	3rd Party Report	Other evidence	Competent	More evidence required
Core units								
BSBRES801A	Initiate and lead applied research							
TAELLN801A	Analyse policy and formulate strategic language, literacy and numeracy response							
TAELLN802A	Research and implement new adult language, literacy and numeracy practices							
Elective units								
TAELLN803A	Formulate workplace strategy for adult language, literacy and numeracy skill development							
TAELLN804A	Design programs to develop adult language, literacy and numeracy skills							
TAELLN805A	Formulate strategy for adult language, literacy and numeracy skill development in a community program							
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources							

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* Equivalence from 40499SAAdvanced Diploma of Language, Literacy and Numeracy (LLN) Practice in VET.

Unit Code	Unit Title	Equivalence•	RPL process				Decision	
			Documents	Questions	3rd Party Report	Other evidence	Competent	More evidence required
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program							
TAELLN701A	Analyse and apply adult literacy teaching practices							
TAELLN702A	Analyse and apply adult numeracy teaching practices							
TAELLN703A	Develop English language skills of adult learners							
BSBINN801A	Lead innovative thinking and practice							
BSBLED704A	Review enterprise e-learning systems and solutions implementation							
TAELLN803A	Formulate workplace strategy for adult language, literacy and numeracy skill development							

Evidence of Employability Skills

Communication	Teamwork	Problem solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology

Candidate's Name: _____

Date: _____

Assessor's Name: _____

Assessor's Signature: _____

5   References

Adult Literacy and Lifeskills Survey (ABS,2007)
www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4228.02006%20%28Reissue%29?OpenDocument

Australian Qualifications Framework - AQF Implementation]Handbook
www.aqf.edu.au/

AQTF10 Essential Standards for Continuing Registration
www.nqc.tvetaustralia.com.au/aqtf_2010

COAG Skills and Workforce Development targets (COAG,2009)
www.coag.gov.au/.../IGA_FFR_ScheduleF_National_Skills_and_Workforce_Development_National_Agreement.pdf

Current and future professional development needs of the language, literacy and numeracy workforce, Mackay et al. NCVER, 2006

ESL Framework, Version 1, (Skills Victoria, 2008)

NCVER Adult Literacy resource
www.adultliteracyresource.edu.au

Skilling the Existing Workforce (AiG, 2008)
www.aigroup.com.au/.../skilling_existing_workforce_exec_summ.pdf