

30719QLD Course in Adult Literacy and Numeracy

Frequently Asked Questions – training and assessment

What qualification is a trainer/assessor required to possess?

Written into 30719QLD Course in Adult Literacy and Numeracy is the requirement for vocational competencies in Adult Literacy and Numeracy e.g. through a relevant course, university subject or experience; **AND** trainer/assessor competencies through the TAA40104 Certificate IV in Training and Assessment or equivalent.

Is a trainer/assessor delivering a Community Literacy Program required to have a background in language, literacy and numeracy?

Yes, a trainer/assessor delivering a Community Literacy Program (CLP) is required to have a background in language, literacy and numeracy as this ensures that trainers and assessors have the knowledge and understanding that is unique to LLN training and assessment. To be compliant with the Australian Quality Training Framework, all training products, training packages and accredited courses, require trainers and assessors to possess two types of competencies: vocational competencies and trainer/assessor competencies.

Could the unit TAALLN401B Language, Literacy and Numeracy Practice be used as an elective unit towards TAA40104 Certificate IV in Training and Assessment?

Yes, to attain TAA40104 Certificate IV in Training and Assessment, a participant must complete fourteen units i.e. twelve core units and two elective units. TAALLN401B Language, Literacy and Numeracy Practice is one of the elective unit options and could count towards the TAA40104 Certificate IV in Training and Assessment.

As TAALLN401B Language, Literacy and Numeracy Practice includes elements and performance criteria relevant to delivery of language, literacy and numeracy programs, it would be a good unit towards vocational competencies for a trainer/assessor in the Community Literacy Program.

For more information about the unit TAALLN401B Language, Literacy and Numeracy Practice, please refer to the National Training Information Service (NTIS) on www.ntis.gov.au

Which training providers deliver TAA40104?

Please refer to the National Training Information Service (NTIS) www.ntis.gov.au. NTIS provides details of private registered training organisations that deliver TAA40104.

If an organisation has a teacher possessing a Bachelor of Education or Diploma of Education, is that qualification sufficient to deliver the training?

Not necessarily. If the Bachelor or Diploma was undertaken within the last five years, it may have included some subjects that included Adult, Vocational or Language, Literacy and Numeracy Education. Those subjects along with other Education subjects may give a trainer sufficient background in adult learning principles and delivery of non institutional student centred learning.

If the Bachelor or Diploma of Education was undertaken more than five years ago, there is a chance that the qualification did not include vocational education and training for teaching adults and delivery of non-institutional, student centred learning.

Therefore a teacher with a Bachelor or Diploma of Education for school teaching will need to obtain the required TAA40104 Certificate IV in Training and Assessment qualification. TAA40104 is specifically designed for vocational education and training to give trainers/assessors skills in presentation, adult and student centred delivery and flexible and lifelong learning techniques and concepts.

For more information about the TAA04 Training Package and the units of TAA40104 Certificate IV in Training and Assessment, please refer to the National Training Information Service (NTIS) on www.ntis.gov.au

Are volunteer tutors funded under *Skilling Queenslanders for Work*, including the Community Literacy Program, required to hold a qualification?

Yes. Volunteer tutors working with the Community Literacy Program must have an appropriate qualification. One strategy used by community based organisations for the delivery of language, literacy and numeracy training to individuals is through volunteer tutors, as opposed to small group or class delivery by a teacher. Volunteer tutors are often the first link in a chain of learning stages for people seeking to enhance their language, literacy and numeracy skills, and can offer a supportive relationship in the early stages of learning. Volunteer tutors may also provide additional support within the teacher facilitated classroom environment.

The appropriate volunteer tutor qualifications are further indicated below. Any nationally recognised short course in volunteer tutor training may be funded under the Community Literacy Program and must result in a nationally recognised Statement of Attainment for the volunteer tutors.

39213QLD Course in Volunteer Tutoring has been developed by TAFE Queensland, and replaces the Certificate II in Volunteer Tutoring and the associated suite of courses 39059QLD – 39063QLD. All enquiries relating to purchasing, licensing and franchising of this course should be referred to: The Centre for Training Materials, Department of Education and Training, telephone (07) 3248 4672.

30592QLD Course in Community Volunteer Adult Literacy Tutoring has been developed specifically to support delivery in a community setting. The course is available from the owners through the Caboolture Community Learning Centre. All enquiries can be referred to the President, Merv Gardner, on (07) 5495 1711 or via email: president@aapt.net.au

Can Course in Adult Literacy and Numeracy 30719QLD be delivered by a Registered Training Organisation?

TAFE Institutes and private, for-profit Registered Training Organisations (RTOs) are not granted permission to deliver the Course in Adult Literacy and Numeracy 30719QLD. TAFE and private, for profit RTOs have access to adult literacy programs that are specific to client/s that are comfortable with an institutional learning environment. 30719QLD is designed for clients that do not readily feel comfortable or able to undertake studies in an institutional learning environment. Not-for-profit community based organisations primarily deliver services to marginalised groups in a non-traditional learning environment and this is considered the most appropriate environment to support clients with language, literacy and numeracy needs under 30719QLD. This approach ensures successful outcomes for the disadvantaged and/or disengaged client.

RTOs that are not for profit, working with disadvantaged and/or disengaged clients and community-based can be considered to apply for permission to deliver 30719QLD.

The Course in Adult Literacy and Numeracy was originally developed in 1997 in response to a need expressed by community literacy groups to have a nationally accredited training product for delivery of literacy and/or numeracy training. After over ten years of successful application, the course continues to meet the needs of clients marginalised by low level competence in language (oral skills), literacy (reading and writing skills) and numeracy (skills with numbers). This course can offer clients learning outcomes they may never have achieved through traditional education.

The course is written primarily for community based organisations to deliver training in the acquisition of literacy and numeracy skills in an informal setting. Clients of these organisations are often disengaged from learning and would not attend formal or institutionally delivered courses.

Can clients be repeated under CLP projects?

The Community Literacy Program targets individuals who cannot effectively participate in the labour market due to low levels of language, literacy and numeracy. The Program is designed to provide assistance to enable participants to progress through individualised pathways to employment and/or training. As an initial outcome, individuals may achieve personal and social development improvements e.g. improved confidence, independence or participation in a welfare/social program. It is anticipated that these outcomes should equip individuals with the foundation skills to progress to employment and/or training related outcomes.

Where participants are not successfully achieving outcomes over a longer period, providers should re-assess the participant's individual situation or specific vocational goal and refer them onto more appropriate activities or programs. It is not the intent of the Community Literacy Program to continue the same participant from contract to contract, over long periods of time.