

30719QLD Course in Adult Literacy and Numeracy

Competencies to be held by trainer, tutors and assessors

The Course in Adult Literacy and Numeracy as a training product is an accredited short course that is nationally recognised. Trainers and assessors of the course must abide by the requirements of *the Vocational Education and Employment Act 2000*, the National Quality Council and AQTF 2007 that have been written into the training product. Trainers and assessors must hold both vocational and training/assessment competencies as follows:

1. Vocational competencies to be held by trainers and assessors

Those involved in the delivery and assessment of the Course in Adult Literacy and Numeracy should possess vocational competencies and knowledge relevant to the module at a level equivalent to or higher than the module being delivered.

This may be indicated by one or a combination of:

| Competencies and Knowledge | Demonstrated by (evidence) |
|--|---|
| <ul style="list-style-type: none"> Experience in working with clients with low literacy and numeracy skills from disadvantaged backgrounds e.g. non English speakers, aboriginals, Torres Strait islanders and South Sea islanders; or clients with a physical or mental impairment; early school leavers; women returning to the workforce and over 45's; unemployed and under employed. | <ul style="list-style-type: none"> Employment history (paid or unpaid) Training/educational history Qualifications |
| <ul style="list-style-type: none"> Knowledge of practices consistent with emerging or current best practice in the adult literacy and/or numeracy field. | <ul style="list-style-type: none"> Work history (paid or unpaid) Attendance at seminars or workshops or conferences focussed on literacy and/or numeracy development/needs Current membership or relevant professional associations Statement of professional activities supported by a responsible referee |
| <ul style="list-style-type: none"> Competencies as appropriate relating to the development, presentation, assessment and evaluation of individual literacy and/or numeracy programs for adults. | <ul style="list-style-type: none"> Relevant trainer qualifications e.g. 30619QLD Certificate IV in Language Literacy and Numeracy Assessment and Training or 39178QLD Vocational Graduate Certificate in Adult Literacy and Numeracy Teaching Completion of a volunteer adult literacy tutor training course e.g. 30592QLD Course in Volunteer Community Adult Literacy Tutoring or 39213QLD Course in Volunteer Tutoring Current relevant teacher qualifications e.g. Bachelor of Adult and Vocational Education or equivalent Current relevant TESOL qualifications e.g. a Certificate IV or Graduate Diploma in TESOL (recognising that some teaching delivery and assessment methods are traditional, classroom based and not appropriate for adults) |
| <ul style="list-style-type: none"> Capacity to relate the module content to industry | <ul style="list-style-type: none"> Work history (paid or unpaid) Attendance at seminars or |

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| requirements and the personal needs and career progression of clients. | workshops or conferences focussed on literacy and/or numeracy development/needs |
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2. Training and assessment competencies to be held by trainers and assessors

Determination of the National Quality Council 29 March 2007

The AQTF 2007 Essential Standards for Registration specifies the requirements to be met by RTOs throughout their period of registration. The National Quality Council is responsible for determining the training and assessment competencies to be held by trainers and assessors in accordance with Element 1.4 of the standards, as set out below.

Standard 1 The RTO provides quality training and assessment across all of its operations.

Element 1.4 Training and assessment are delivered by trainers and assessors who:

- a) have the training and assessment competencies determined by the National Quality Council or its successors
- b) have relevant vocational competencies at least to the level being delivered or assessed, and
- c) continue to develop their vocational and training and assessment competencies to support continuous improvement in the delivery of RTO services.

The current National Quality Council policy in relation to Standard 1.4 (a) is shown below.

TRAINERS

Trainers must:

- I. hold the Certificate IV in Training and Assessment (TAA40104) from the Training and Assessment Training Package, or
- II. be able to demonstrate equivalent competencies, or
- III. hold the Certificate IV in Assessment and Workplace Training from the superseded Training Package for Assessment and Workplace Training (BSZ98), or
- IV. be able to demonstrate that prior to 23 November 2005 they had been assessed as holding equivalent competencies to the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98), or work under the direct supervision* of a person who has the competencies specified in (I) or (II) or (III) or (IV) above, and be able to demonstrate vocational competencies at least to the level of those being delivered.

*Note: * Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the trainer competencies in (I), (II), (III) or (IV) above and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all training delivery.*

ASSESSORS

Assessors must:

- I. hold the following three competencies from the Training and Assessment Training Package (TAA04):
 - a) TAAASS401A Plan and organise assessment
 - b) TAAASS402A Assess competence
 - c) TAAASS404A Participate in assessment validation, or
- II. be able to demonstrate equivalent competencies to all three units of competency listed in (I), or
- III. hold the following competencies from the superseded Training Package for Assessment and Workplace Training (BSZ98):
BSZ401A Plan assessment,
BSZ402A Conduct assessment, and
BSZ403A Review assessment, or
- IV. be able to demonstrate that prior to 23 November 2005 they had been assessed as holding equivalent competencies to all three units of competency listed in (III) above.

Note: If a person does not have the assessment competencies as defined in (I), (II), (III) or (IV) above and the relevant vocational competencies at least to the level being assessed, one person with all the assessment competencies listed in (I), (II), (III) or (IV) above and one or more persons who have the relevant vocational competencies at least to the level being assessed may work together to conduct the assessments.

An example mapping of Vocational Competencies for 30719QLD Course in Adult Literacy and Numeracy for a sample trainer/assessor is available in Appendix 1.

Vocational competencies to be held by tutors

To offer a student centred and supportive environment to learners, many community based organisations within the Community Literacy Program use trained volunteer tutors who can provide 1:1 tuition. Where tutors are used they must be under the supervision of a trainer/assessor that meets the standard above with both vocational and training/assessment competencies. Tutors must also possess vocational competencies and knowledge in adult language, literacy and numeracy, relevant to the module from the course that the student is working on.

A tutor's vocational competence and knowledge would be demonstrated:

| Competencies and Knowledge | Demonstrated by (evidence) |
|--|--|
| <ul style="list-style-type: none">• Knowledge of practices consistent with emerging or current best practice in the adult literacy and/or numeracy field. | <ul style="list-style-type: none">• Employment history (paid or unpaid)• Attendance at seminars or workshops or conferences focussed on literacy and/or numeracy development/needs• Current membership or relevant professional associations• Statement of professional activities supported by a responsible referee |
| <ul style="list-style-type: none">• Experience in working with clients with low literacy and numeracy skills from disadvantaged backgrounds e.g. non English speakers, aboriginals, Torres Strait islanders and South Sea islanders; or clients with a physical or mental impairment; early school leavers; women returning to the workforce and over 45's; unemployed and under employed. | <ul style="list-style-type: none">• Employment history (paid or unpaid)• Training/educational history• Qualifications |

Further Reference

- AQTF 2007 Essential Standards for Registration
- National Training Information Service www.ntis.gov.au
- Training and Assessment Package (TAA04)

APPENDIX 1: Sample trainer/assessor Vocational Competencies for 30719QLD Course in Adult Literacy and Numeracy – Example only

| Competencies and Knowledge | Demonstrated by | Evidence |
|--|--|--|
| <ul style="list-style-type: none"> Experience in working with clients with low literacy and numeracy skills from disadvantaged backgrounds e.g. non English speakers, aboriginals, Torres Strait islanders and South Sea islanders; or clients with a physical or mental impairment; early school leavers; women returning to the workforce and over 45's; unemployed and under employed. | <ul style="list-style-type: none"> Employment history (paid or unpaid) Training/educational history Qualifications | <ul style="list-style-type: none"> I was a tutor for XXXX Education for 10 years (1997 – 2007). This is an adult education correspondence group. I have also volunteered as a literacy and numeracy tutor for a local Samoan community group – XXXX Christian Community Hold Cert IV Training and Assessment Have completed an Arts Degree and Science Degree and Honours in Public Health (Science) |
| <ul style="list-style-type: none"> Knowledge of practices consistent with emerging or current best practice in the adult literacy and/or numeracy field. | <ul style="list-style-type: none"> Work history (paid or unpaid) Attendance at seminars or workshops or conferences focussed on literacy and/or numeracy development/needs Current membership or relevant professional associations Statement of professional activities supported by a responsible referee | <ul style="list-style-type: none"> I was a tutor for XXXXX Education for 10 years (1997 – 2007). This is an adult education correspondence group. |
| <ul style="list-style-type: none"> Competencies as appropriate relating to the development, presentation, assessment and evaluation of individual literacy and/or numeracy programs for adults. | <ul style="list-style-type: none"> Relevant trainer qualifications e.g. 30619QLD Certificate IV in Language Literacy and Numeracy Assessment and Training or 39178QLD Vocational Graduate Certificate in Adult Literacy and Numeracy Teaching Completion of a volunteer adult literacy tutor training course e.g. 30592QLD Course in Volunteer Community Adult Literacy Tutoring or 39213QLD Course in Volunteer Tutoring Current relevant teacher qualifications e.g. Bachelor of Adult and Vocational Education or equivalent Current relevant TESOL qualifications e.g. a Certificate IV or Graduate Diploma in TESOL | <ul style="list-style-type: none"> Currently undertaking tutor training course 30592QLD Course in Volunteer Community Adult Literacy Tutoring |
| <ul style="list-style-type: none"> Capacity to relate the module content to industry requirements and the personal needs and career progression of clients. | <ul style="list-style-type: none"> Work history (paid or unpaid) Attendance at seminars or workshops or conferences focussed on literacy and/or numeracy development/needs | <ul style="list-style-type: none"> In my capacity as a tutor at XXXX Education I was required to reconstruct facets of modules to ensure specific students understood the concepts and context of their chosen course Currently attending tutor training course 3059QLD Course in Volunteer Community Adult Literacy Tutoring |