

30719QLD Course in Adult Literacy and Numeracy

Physical Resources to deliver the course

The Course in Adult Literacy and Numeracy as a training product is an accredited short course that is nationally recognised. Organisations delivering 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. That means that organisations must be able to demonstrate that they have the capacity to deliver and assess individual programs of learning that enable more effective participation in vocational, educational and community environments and that account for the specific needs of client groups.

Listed below are the physical resources that would be required by an organisation. It should be noted that this is not a comprehensive list, but meant to be used as a guide to what may be required in order to run an effective program of adult literacy and numeracy learning.

1. Training Product

Organisations delivering the Course in Adult Literacy and Numeracy must purchase a copy of the training product (curriculum) from the Department of Employment, Economic Development and Innovation (DEEDI) the course copyright owner. **DEEDI can be contacted on 1300 369 925.**

2. Permission to Deliver

A Suitability to Deliver survey will also need to be completed. Permission to deliver the Course in Adult Literacy and Numeracy will be granted by DEEDI once the training product is purchased and suitability survey fulfilled.

Organisations that deliver the Course in Adult Literacy and Numeracy will be asked to report on their programs on a regular basis in accordance with contractual obligations and reporting requirements.

3. Non-Institutional Learning Environment

Organisations delivering the Course in Adult Literacy and Numeracy will be asked to provide evidence that their learning environment is conducive to adult learning in a non-threatening way. Many learners who access community adult literacy programs are often nervous and have a tendency to draw on past bad experiences of learning and failure. It is imperative for the adult learner that they don't feel that the learning environment is like a school classroom.

Organisations delivering the course should provide rooms that allow for group interaction and lounge and kitchen facilities that encourage plenty of informal communication between clients from diverse backgrounds. That is what occurs in a workplace.

4. Supportive Environment

The environment offered to learners who access the Course in Adult Literacy and Numeracy must be student centred and supportive. Organisations delivering the course should provide assistance where appropriate for learners. Trained volunteer tutors can provide 1:1 tuition and student peers can assist on small group projects.

Learning activities should be devised in accordance with a participant's stated personal and employment goals and real life/realistic/every day resources should be utilised. Individual programs should be developed for each participant.

5. Student Centred Learning

Organisations delivering the Course in Adult Literacy and Numeracy will be asked to provide evidence that they have capacity for student centred learning.

a) *Initial Interview*

There should be systems in place to interview prospective students in the first instance. This interview should be conversational to assess a learner's language, literacy and numeracy abilities with a professional. The learner should be given the opportunity to identify current language, literacy and numeracy competence, personal and/or employment goals and the steps that will help them attain those.

b) *Developing the learning program*

The learner then should be given the opportunity to negotiate a pathway of learning depending on their identified goals. Using the Course in Adult Literacy and Numeracy, pathways could be Literacy only, Numeracy only or a combined Literacy and Numeracy pathway.

6. Learning Resources

Training materials

Adult learners have a clear perspective on what they would like to achieve by accessing a program. It is important for them to feel that the training is relevant to their personal and employment objectives.

Training from a textbook or from copious amounts of photocopied pages can be daunting to an adult literacy participant, who possibly could have had very negative experiences in learning.

Training materials used with participants of the Course in Adult Literacy and Numeracy should involve texts (spoken, written and viewed) and numeracy directly related to a learner's everyday activities e.g. forms, letters, bills, newspapers, public notices, or technology instructions. Depending on the level of language, literacy or numeracy a person is undertaking, these texts should be in plain English, explicit straightforward and in context.

Each Literacy module of the Course in Adult Literacy and Numeracy contains a list of the types of texts that may be interpreted or produced according to the learner's needs, goals and the level of the module.

Library resources

Often adult literacy participants attend programs to improve their reading skills and library resources are best to be appeal to adult audiences. Whilst some children's books make easy reading matter and have colourful pictures, they do not always appeal to adult students who may view them as childish.

Library resources for an adult literacy program should include plenty of everyday reading materials such as newspapers and magazines. Local newspapers are often easier to read than daily newspapers and contain

articles about local issues and events that may be of interest to the participant. Magazines contain text integrated with pictures and are about general interest topics like TV and movie stars, royalty, politics, music, cars, shopping etc.

For reading and writing with technology, literacy programs should have resources such as general office equipment e.g. phone, fax, copier, shredder etc that participants can utilise. A bank of computer resources and licences for common software programs should also be available.

7. Assessment

Assessment of a person's competence in language, literacy and numeracy, should be reflective of the real life literacy and numeracy tasks undertaken as they work through the learning outcomes of modules of the Course in Adult Literacy and Numeracy. Details of assessment are outlined very specifically in the course within each module in learning outcomes and assessment criteria. The learning outcomes define the competence a learner must attain and progression according to the level of complexity and support given. Assessment criteria accompany each learning outcome of each module and define levels of complexity.

It is best practice to use a variety of assessment methods to give fair and equitable opportunities for all learners to demonstrate competence at the standards expressed in the learning outcomes and assessment criteria. Assessment tasks may be developed to assess more than one learning outcome at a time in an integrated, holistic manner.

Literacy participants will demonstrate an understanding and ability to produce texts (spoken, written and viewed) against the six aspects of communication i.e. personal, cooperative, systems, public, procedural and technical. Competence at any given level will depend on the complexity of literacy and numeracy tasks, the level of the module and the degree of support given to a participant.

Learning outcomes for the Numeracy modules relate to a learner's competence with whole number operations used in everyday life.

Assessment methods in the Course in Adult Literacy and Numeracy include but are not limited to the following:

- Self-assessment
- Portfolio of evidence
- Written tasks
- Reading tasks
- Numeracy tasks
- Oral questioning
- Group interaction/presentation
- Practical demonstration/observation
- Peer-evaluation

In programs where there is group interaction, the competence of each learner within the group must be assessed. Organisations should ensure that adequate records of each participant are kept.

8. Records

Records of assessment of an individual's competence must be maintained by organisations delivering the Course in Adult Literacy and Numeracy. A statement of attainment or statement of attendance can be issued to a person completing modules of the course. Also refer to the information sheet about issuance of statements of attainment.

Further Reference

- The Course in Adult Literacy and Numeracy, Department of Employment, Economic Development and Innovation <http://www.employment.qld.gov.au/providers/toolkit/index.htm>
- Literacy Face to Face: A Resource for Volunteer Adult Literacy Tutors, Commonwealth of Australia 2006
- Tutors' Tips Queensland Council for Adult Literacy www.qcal.org.au/tutortips.php
- AQTF 2007 Essential Standards for Registration
- *Vocational Education, Training and Employment Act 2000*