

TAE50111 Diploma of Vocational Education and Training


Clustered Unit Outline (Leadership)

National Code	Internal Code	Unit Name
PSPGOV511A	BE555	Provide Leadership
TAELLN401A	BEELLN401A	Address Adult Language, Literacy and Numeracy Skills

Teacher Name	Graham Dobb
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Class Time	5-8pm
Semester & Year	Semester 1, 2013

Program Coordinator / Curriculum Advisor

Name Graham Dobb

Signature 

Date 24 January, 2013

Unit Summary

Faculty: Earth Sciences

Department: Business Enterprise Centre

Campus: Preston

Qualification

TAE50111 Diploma in Vocational Education and Training

Unit Names

Provide Leadership

Address Adult Language, Literacy and Numeracy Skills

Unit Codes

PSPGOV511A

TAELLN401A

Prerequisites

Nil

Nominal Hours

80 hrs

Actual Delivery

80 hours: 6 hours workshop plus 74 hours for reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items

Assessment Tasks

Two

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Acknowledgements

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Clustered Unit Information

Purpose of units

These units introduces trainers and assessors to core language, literacy and numeracy issues in training and assessment practice and covers achievement of operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace

Attendance policy

Attendance at all workshops is mandatory. It is the participant's responsibility to contact the facilitator when unable to attend a workshop and to complete all missed class activities or work.

Personal study commitment

The TAE50111 Diploma in Vocational Education and Training is delivered through face to face training sessions plus out of hours activities and assessments.

It is difficult to predict the exact time commitment, however we recommend that participants are expected to spend approximately 74 hours outside of scheduled class time typically spent is on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities, working on assessment items, and is in addition to the scheduled class hours.

Resources

All resources for this course will be provided by NMIT in the Student Portal. Additional reading material will be suggested by your trainer for individual units

Clustered Unit Details

Unit title: PSPGOV511A Provide Leadership

Unit description: This unit covers achievement of operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace, be formed for a special purpose or project, or consist of community members, volunteers, interagency members, etc. It includes facilitating commitment to objectives and required standards; contributing to the development of a cooperative, high performance workgroup; giving and receiving feedback on performance; supporting and participating in development activities; and providing leadership, direction and guidance in the workgroup.

Elements of Competence	Performance Criteria
1. Facilitate commitment to objectives and required standards	<p>1.1 The organisation's vision, strategic objectives and required standards of performance are discussed and clarified with others in accordance with the needs, communication and learning styles of workgroup members</p> <p>1.2 Establishment of the purpose, objectives, roles and responsibilities in the <i>workgroup</i> is facilitated in accordance with organisational requirements and objectives</p> <p>1.3 Commitment to objectives and standards is modelled to provide leadership and develop workgroup commitment</p> <p>1.4 Equal employment opportunity, occupational health and safety, diversity management and participative work practices are modelled and promoted within the workgroup in accordance with <i>legislation, policy and procedures</i></p>
2. Contribute to the development of a co-operative, high performance workgroup	<p>2.1 Work contributions or suggestions are encouraged, acknowledged and considered constructively</p> <p>2.2 Workgroup members are supported to use, share and develop their skills according to work requirements</p> <p>2.3 Work allocation is facilitated within the group on the basis of current skills and development needs</p> <p>2.4 Implementation of new work practices is undertaken in consultation with workgroup members</p> <p>2.5 Conflict and other issues which affect the performance of the workgroup are resolved within the workgroup wherever possible, or referred in accordance with organisational policy and procedures</p>
3. Give and receive feedback on performance	<p>3.1 Feedback is obtained from others outside the workgroup on personal and workgroup performance, and open and constructive responses to feedback are given</p> <p>3.2 Regular constructive feedback on all aspects of work performance is gathered from and provided to the workgroup</p> <p>3.3 Performance is assessed and addressed in a fair and timely manner and where possible notable performance is recognised/rewarded in accordance with organisational policy and procedures</p>

	<p>3.4 Under-performance of self and others is addressed in accordance with relevant legislation, guidelines and procedures</p> <p>3.5 Feedback is used to continuously improve performance and outcomes</p>
4. Support and participate in development activities	<p>4.1 An action plan to meet individual and group learning and development needs is developed, agreed and implemented</p> <p>4.2 Individuals are supported to identify their specific learning/development needs</p> <p>4.3 Workgroup members are encouraged and supported to take advantage of development opportunities in accordance with their needs and organisational requirements</p> <p>4.4 Learning and development opportunities are accessed to continuously improve own leadership skills and other identified development needs</p> <p>4.5 On-the-job learning opportunities are provided for in accordance with individual needs and to the required standard</p> <p>4.6 Workgroup members are encouraged and supported in applying new skills and knowledge in the workplace</p>
5. Provide leadership, direction and guidance in the workgroup	<p>5.1 Participative decision making is used routinely in developing, implementing and reviewing the work of the group and the distribution of responsibilities, where appropriate</p> <p>5.2 Opportunities and encouragement are given to workgroup members to develop new and innovative work practices and strategies</p> <p>5.3 Workgroup members are provided with the support, leadership, advice and policy direction necessary to perform work safely and effectively</p> <p>5.4 Tasks are allocated in accordance with the competencies of workgroup members, and autonomy and authority are delegated as appropriate</p> <p>5.5 Leadership and guidance strategies are varied to meet changing priorities and situations, and take into account the differing needs and skills of individuals and the requirements of the tasks and workplace</p>

Unit title: TAELLN401A Address Adult Language, Literacy and Numeracy Skills

Unit description: This unit describes the performance outcomes, skills and knowledge required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and to tailor training and assessment to suit individual skill levels, including accessing relevant support resources.

Elements of Competence	Performance Criteria
1. Determine the core LLN requirements of the training	1.1 Determine core LLN skill requirements of the training specification 1.2 Determine core LLN requirements of the training context 1.3 Use validated tools and other sources of information to determine existing core LLN skills of learners
2. Access specialist learning support	2.1 Determine the need for specialist core LLN assistance for the learner, based on evidence collected 2.2 Apply appropriate strategies for collaboration with specialist language, literacy and numeracy practitioners
3. Customise program to develop core LLN skills	3.1 Select and customise or develop learning and assessment materials that are appropriate to core LLN skills of training specification, training context and learners 3.2 Apply learning support strategies to assist learners to develop required core LLN skills 3.3 Continuously monitor and evaluate approaches to determine areas for improvement

Occupational Health and Safety

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Employability Skills

Communication

- Applying high level language and literacy skills
- Establishing and maintaining strategies for communication and networking
- Using advanced facilitation techniques with learners and trainers/assessors
- Determining training needs and preparing proposals and written reports to meet client needs
- Consulting via interviews, meetings, focus groups and surveys

Teamwork

- Providing leadership in training and assessment practices
- Providing coaching and mentoring to trainers and assessors
- Applying collaborative facilitation models and providing feedback to assist others to improve their performance
- Maintaining effective relationships with staff and stakeholders

Problem solving

- Designing programs and learning strategies based on characteristics of target groups
- Resolving issues of quality and consistency across training and assessment practices

Initiative and enterprise

- Developing innovative and responsive approaches to improving professional practice
- Developing innovative skills to lead a team into new and creative ways of approaching training and assessment
- Continually explore options and evaluate processes to ensure continuous improvement

Planning and organisation

- Researching and analysing information for a range of purposes, including ensuring quality improvement

Self management

- Ensuring ethical, legal and organisational requirements underpin all work
- Creating a conceptual and experiential framework of professional practice
- Reflecting on and evaluating own professional performance
- Modelling high standards of performance and participating in professional development activities

Learning

- Developing and extending one's own expertise in facilitation
- Sourcing opportunities to increase one's own knowledge and skills
- Identifying professional development activities for self and others
- Developing learner independence, extending their learning styles and readiness to learn
- Reflecting on own learning

Technology

- Using business equipment and software programs to monitor assessment processes and practices
- Developing feedback tools and collating feedback using technology
- Preparing reports and other documentation using a wide range of software packages
- Using the web to conduct research

Required Skills

PSPGOV511A: Provide Leadership

- applying legislation, regulations, policies, procedures and guidelines
- providing leadership, supervision and performance feedback
- undertaking problem solving in a team environment
- using transparent decision making
- communicating with a diverse workplace including listening, facilitating, negotiating, mentoring
- responding to diversity, including gender and disability

TAELLN401A: Address Adult Language, Literacy and Numeracy Skills

- language, literacy and numeracy skills to:
 - deliver effective training and assessment
 - analyse and apply the Australian Core Skills Framework (ACSF) at a level appropriate to the outcomes of the unit
 - make judgements about the LLN requirements of learner skill levels and training
 - communicate with other professionals about LLN requirements
 - liaise with personnel, including managers or supervisors, from the training and/or assessment organisation
 - liaise with appropriate external authorities
 - interpret a wide range of documents
- self-management and organisational skills to meet the LLN requirements of learners
- interpersonal skills to:
 - encourage learner development
 - demonstrate sensitivity to cultural issues

Required Knowledge

PSPGOV511A: Provide Leadership

- legislation, regulations, policies, procedures and guidelines relating to the public sector
- principles of effective team operation
- principles of facilitation and empowerment
- group processes
- group dynamics
- range of leadership styles and the application of these to suit different groups and tasks
- learning and development in the workplace
- equal employment opportunity, equity and diversity principles
- occupational health and safety and environment legislation in the context of leading a workgroup

TAELLN401A: Address Adult Language, Literacy and Numeracy Skills

- definitions of core LLN skills, according to the ACSF
- methodology for determining skill levels using the ACSF
- national policy on the integration of LLN into training package competencies
- legislation and codes of practice, for example:
 - equal opportunity legislation

- privacy legislation
 - organisational requirements
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - emergency procedures
 - safe use and maintenance of equipment
 - sources of OHS information
 - OHS obligations of employers and employees, including supervisors

Critical Aspects of Assessment

PSPGOV511A: Provide Leadership

Evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of leadership in a range of (3 or more) contexts (or occasions, over time)

TAELLN401A: Address Adult Language, Literacy and Numeracy Skills

Evidence of the ability to:

- address core LLN issues in training and assessment practice on at least two different occasions
- provide evidence that includes:
 - documentation setting out activities, resources and individual learning plans for a particular learner
 - third-party observations of the candidate with a range of learners
 - documentation of the use of the ACSF to determine LLN level

Delivery Plan (this is a guide only and may alter.)

Workshop	Learning Activity Elements and Performance Criteria	Resources Required
1	<p>TAELLN401A: Address Adult Language, Literacy and Numeracy Skills (1.1 to 1.3, 2.1 to 2.2, 3.1 to 3.3)</p> <p>Workshop covers the skills and knowledge required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and effective working relationships through leadership. Additional time is required out of workshop on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items</p>	Access to NMIT data drive from class rooms and Student portal to download files.
2	<p>PSPGOV511A: Provide Leadership (1.1 to 1.4, 2.1 to 2.5, 3.1 to 3.5, 4.1 to 4.6, 5.1 to 5.5)</p> <p>Workshop covers the skills and knowledge required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and effective working relationships through leadership. Additional time is required out of workshop on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items</p> <p>TAELLN401A: Address Adult Language, Literacy and Numeracy Skills (1.1 to 1.3, 2.1 to 2.2, 3.1 to 3.3)</p> <p>A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).</p>	Access to NMIT data drive from class rooms and Student portal to download files
3	<p>PSPGOV511A: Provide Leadership (1.1 to 1.4, 2.1 to 2.5, 3.1 to 3.5, 4.1 to 4.6, 5.1 to 5.5)</p> <p>TAELLN401A: Address Adult Language, Literacy and Numeracy Skills (1.1 to 1.3, 2.1 to 2.2, 3.1 to 3.3)</p> <p>A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).</p>	Access to NMIT data drive from class rooms and Student portal to download files
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Assessment Plan

There are two (2) items of assessment for these units. All tasks must be successfully completed for you to demonstrate competency. Unless stated otherwise, the due date for an assessment is the date when the assessment item must be received by the teacher. For details on extensions and late submission of assessment, Recognition of Prior Learning (RPL), credit transfer and reassessment, see TAE50111 Diploma of Vocational Education and Training Course Information book.

Assessment (Assessment Method)	Unit Code / Element / Performance Criteria	Due Date (on or before)
1. Leadership Assessment (TPR, D/P, A)	PSPGOV511A: Provide Leadership (1.1 to 1.4, 2.1 to 2.5, 3.1 to 3.5, 4.1 to 4.6, 5.1 to 5.5)	21 days prior to end of the course
2. LLN Assessment (TPR, D/P, A)	TAELLN401A: Address Adult Language, Literacy and Numeracy Skills (1.1 to 1.3, 2.1 to 2.2, 3.1 to 3.3)	21 days prior to end of the course

Assessment Methods

D/P	P Direct Observation, Demonstration, Simulation or Product
Q	Questioning
A	Assignment
OL	Online, Distance
F	Folio
TPR	Third Party Report

T	Test
J	Journal
O	Other

Assessment Table

Table 2 - Competency Based Completions

Grade	Symbol
Satisfactorily Completed	SC
Withdrawn Assessment Incomplete	WAI