

# Language, Literacy and Numeracy Policy and Procedure

## Scope

The Australian College LLN Policy and Procedure sets out the framework for integration of LLN within Australian College and provides guidance to its staff on implementation and monitoring. It also reflects the expectations and responsibilities of Australian College staff and its Learners.

## Purpose

This policy and its procedure are specifically focused on LLN and apply to all Learners including potential Learners enrolled or seeking to enroll in a nationally accredited qualification course with Australian College.

It should be noted that the procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other policies.

Australian College has chosen to implement a mandatory LLN Entry Test to assess competence in reading and numeracy. This test will be administered via an online process.

Since 2016 onwards, RTOs are also required to publish Entry Requirements for each course setting out eligibility requirements that must be met to enroll in each VET course of study. Please refer to the Australian College website for information on entry requirements for each qualification.

The Australian Core Skills Framework (ACSF) is a tool that describes and measures LLN skills and is based on the National Reporting System (NRS).

It describes levels of performance in five core skills areas: learning, reading, writing, oral communication and numeracy.

Applications include assessing core skills performance, describing core skills in the workplace, and mapping curricula.

Australian College has chosen to use the ACSF as its benchmark for LLN skills.

## Policy Statement

Australian College is committed to providing a high-quality education and training service for all Learners.

Development of language, literacy and numeracy (LLN) in Learners is an important component of education at Australian College' commitment to Learners and satisfies the Australian Quality Assurance Agency's requirements.

Australian College is committed to supporting the LLN needs of Learners with a range of support mechanisms, and to assisting Learners to identify any LLN support needs they may have prior to enrolment.

This enables prospective Learners to make an informed decision about enrolment and Australian College along with the Learner, to make decisions about addressing LLN needs.

## Definitions and Abbreviations

**ACSF** - Australian Core Skills Framework

**ILP** – Individual Learning Plan

**LLN** - Language, Literacy, and Numeracy

## CA – Course Advisor

**Learner** - refers to a person enrolled or seeking to enroll in any course or unit of study at Australian College. A Learner or a potential Learner can be a domestic or international Learner.

## Policy Principles

- Australian College has an overall strategy for identifying and supporting Learners with LLN needs.
- Australian College is committed to ensuring it is compliant with the requirements of ASQA, including those in relation to LLN support within its courses.
- Australian College applies its *LLN Policy and Procedure* including integrating it within Training and Assessment Strategies.
- Enrolment processes will include opportunities for Learners to disclose in a confidential manner LLN difficulties, learning disabilities and/or need for support.
- Australian College implements pre-enrolment assessment of LLN skills for all Learners as a formal entry requirement. For entry in any of the nationally accredited qualifications, Learners must undertake the relevant level LLN Entry Test.
- Free pre-enrolment assessment of LLN skills will also be offered to the Learners who have the formal entry requirements but nonetheless would like to understand their LLN skill level.
- Australian College will take the Australian Core Skills Framework (ACSF) as the basis for assessment of LLN skill level.
- All courses will clearly specify entry criteria including completion of the relevant LLN test.
- Detailed post-enrolment LLN diagnostic assessment will be offered to students where identified concerns exist as part of our support services.
- All Learners will have the opportunity to participate in LLN skills development during their course.

## Procedures

### Overall framework

There are three main elements to LLN support:

- Analysis and specification of course LLN and core skills requirements
- Individual Learner LLN Support Needs Diagnosis Process:
  - a.) Pre-enrolment process
  - b.) Post-enrolment process
- Post Enrolment LLN Support Provision
  - a.) System of streaming and tracking of support
  - b.) Self-paced and self-monitored tools

- c.) Tailored group workshops
- d.) Online tutorial support

## Analysis and specification of course LLN and core skills requirements

Each broad AQF level in the VET domain is mapped against the ACSF core skills levels for Reading and Numeracy. This information is specified under the Course Entry Requirements. For Learners seeking entry to a VET Diploma the required LLN level is Exit Level 3 in Reading and Numeracy.

## Individual Learner LLN Support Needs Diagnosis Process: Pre-Enrolment Process

Enrolment Application Forms include specific questions about educational experience and academic skills and need for LLN support.

The Pre-Enrolment LLN Entry Test in Reading and Numeracy is integrated into the Course Application Process. If a Learner does not achieve the recommended ACSF level for the course in Reading and/or Literacy, the Course Advisor will advise them of this and discuss other study options with them.

**Pre-Enrolment-Acceptance:** Information about LLN support provided by Australian College will be included as part of the Enrolment Application Form via a link to an information page. Course Advisors will advise potential Learners in relation to these options. Course Advisors are responsible only for general advice about LLN support to potential student pre-enrolment.

### Support Options may include:

Table 1 Australian College LLN Support Options

Learning & Other Support Need	College Support Options
English Language Support for Non-English-Speaking Background (Domestic & International students)	Additional testing of English language ability may be recommended. Post-enrolment referral for English language support
Poor Secondary Schooling Experience (gaps in attendance, failure to complete Year 12 or earlier secondary school years, or achieve the LLN standards of those years, others)	Able to assist via range of options including: <ul style="list-style-type: none"> <li>• Individual learning plan</li> <li>• Access to self-paced online learning tools</li> <li>• Group tutorials and workshops</li> </ul>
Does not meet Core Skill requirements for the desired course	Recommend alternate courses. Identify preliminary support programs (accredited & non-accredited). Articulate students into their desired programs on successful attainment of the required core skills via the above program(s).
'Other: I will need support'	Ability to assist dependent on the issue

Any costs associated with LLN support will be clearly articulated by CAs and in course information including College websites.

Where a Learner has disclosed a need for LLN support the CA is responsible for logging this information in the core student management system and flagging it for attention by the Director Student Success should the potential student proceed with enrolment.

### Individual Learner LLN Support Needs Diagnosis: Post-Enrolment Process

A more comprehensive, further LLN diagnostic testing in English and Math may be made available to Learners early in the first study period within an identified core subject within each course if required. This will be used to assist in the creation of an individualised learning plan based on skills gaps identified in the test.

Learners may complete LLN learning modules focused on the skills gaps articulated in their individual learning plan.

Trainers identify Learners who are demonstrating LLN difficulties via their efforts in various forms of assessment in which specific literacy and/or numeracy criteria are specified within subjects, and report this to the Head of Faculty.

### Post-Enrolment LLN Support Provision

The Post-Enrolment LLN Support Provision may comprise the following elements:

- A system of streaming and tracking support
- Self-paced and self-monitored learning tools
- Tailored group workshops
- Online tutorial support

### System of Streaming and Tracking

Enrolled Learners are assisted for the duration of their enrolment. Information captured as part of the Enrolment process will be recorded in the student's file on the Student Management System.

Australian College support staff will analyse preliminary enrolment information, pre-enrolment LLN Test results and post-enrolment comprehensive Test results.

Where a Learner has indicated a need for assistance and/or skills gaps have been identified in relation to ACSF levels in Reading and/or Numeracy in the pre- or post-enrolment diagnostic tests, Australian College will:

- refer where necessary to relevant Australian College support staff or external professionals, and/or
- assist Learners to develop an Individual Learning Plan (ILP) including identified goals, timeframes for review (checkpoints).

Additional input may be provided by external specialists to whom the Learner is referred, where relevant.

Potential referral points for various issues disclosed as part of the enrolment application include those set out in Table 2 below.

Australian College support staff will conduct review meetings with Learners with Individual Learning Plans. Records of these meetings and Learner progress is to be retained in the respective student file on the Student Management System.

Table 2 Referral Points for Disclosed LLN Issues

Issue	Type of Professional
Non-English Speaking Background Students	Applicable to local students who may be Australian citizens but nonetheless do not have strong English language skills, as well as international students. If the student has been enrolled into a course, they may still need concurrent English language support. This may include referral to an English language course.

### Self-paced and self-monitored learning tools:

On completion of a more comprehensive LLN Test for English and Math, an individualised learning plan is generated. Learners are encouraged by Australian College support staff to work through the learning modules and self-assessment quizzes provided as part of the comprehensive LLN package provided by Australian College.

### Online Tutorial Support:

Australian College may develop online tutorial support for development of academic skills that include LLN skills.

## Staff Training and Guidelines

Course Advisors' training includes:

- training in course entry requirements including ACSF levels (Reading and Numeracy) required for courses.
- training in the pre-enrolment LLN Test and how to compare results with required levels for courses. Guidelines are in place to assist Course Advisors in advising students on course eligibility and recommendations, as well as general information on the LLN and other support that can be provided by Australian College.

Staff training incorporates:

- short and comprehensive LLN Tests (English and Math)
- how to create a Student Learning Plan (including goal setting and timelines)
- how to conduct a planning meeting and progress meeting with a student

Academic staff training incorporates:

- integration of LLN learning activities and assessment into subjects
- completion of the LLN Unit of Competency is required of all Trainers.

## Roles and Responsibilities

### Student responsibilities

The student is responsible for:

- disclosing any information that needs to be disclosed about LLN needs as part of the enrolment process
- completing the LLN Entry Test
- completing any additional post-enrolment diagnostic assessment and where gaps in skill level are identified, engaging with the LLN support services provided by Australian College.
- where referral to an external specialist is recommended, Learners are responsible for following up on this advice.

### Course Advisor responsibilities

The Course Advisor is responsible pre-enrolment for:

- advise potential Learners of the entry requirement to complete the LLN Entry Test
- giving general advice to potential Learners in terms of LLN support available at Australian College.
- flagging any disclosures in relation to LLN needs in the enrolment form and/or failure to achieve the ACSF levels of the course in records kept in the student record management system.
- Ensuring records of calls, enrolment forms, academic certificates and LLN initial test results are stored in the Student Management System.

### Academic staff responsibilities

Academic staff is responsible for post-enrolment for:

- analysis of pre-enrolment LLN information (LLN test, enrolment form disclosures).
- organise for additional post enrolment assessment, if required.
- ensure development of Individual Learning Plan (ILP) where LLN difficulties have been identified.



- communication with Trainers/Assessors in relation to LLN support needs of students.
- store and review Individual Learning Plans (ILP) progress.
- undertake a review of ILP's in place across the course at least every 6 months.
- ensuring that LLN support is promoted to students within the course.
- reporting on LLN data as part of the annual course review process.

### **Trainer/Assessor responsibilities**

Trainers are responsible for:

- integrating LLN learning activities and assessment into their subjects
- communicating with the Head of Faculty where students are demonstrating LLN difficulties via assessments

### **Student Support Staff is responsible for:**

- monitoring implementation of ILP's to ensure LLN support is promoted to students.

### **The CEO is responsible for:**

- ensuring that LLN development forms part of College Training and Assessment Strategies
- ensuring that LLN development is reported on as part of annual course reviews
- ensuring that training of staff is resourced and conducted

## **Related Policies and Forms**

- Enrolment Policy and Procedure
- Assessment Policy
- RPL and Course Credit Policy
- Continuous Improvement Policy
- Training and Assessment Strategies Policy
- Validation of Assessments Policy
- LLN Pre-Enrolment Tests
- Individual Learning Plan Template

## **Relevant Legislation and Guidelines**

- Standards for Registered Training Organisations 2015
- Users' Guide – Standards for Registered Training Organisations (RTOs) 2015
- National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020
- Disability Standards for Education 2005
- Australian Core Skills Framework

## **Review**

This policy and procedure will be reviewed annually or amended following continuous improvement strategies implemented by the Australian College.



## Version Control and Responsible Officers

<b>Responsible Officer:</b>		Chief Executive Officer
<b>Approved by:</b>		Chief Executive Officer
<b>Next review scheduled:</b>		March 2024
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<b>Version</b>	<b>Authored/Reviewed by</b>	<b>Brief Description of Changes</b>
V2.0	Quality and Compliance Manager	New policy.