



Language Literacy & Numeracy (LLN) Policy & Procedure

Policy

This policy/procedure supports *RTO 2015 Standards and of the 'National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Students 2018'* and ensures that SHIC's **trainers** can identify Language Literacy & Numeracy (LLN) skill levels and assist students with LLN skill needs, in order to provide them with assistance to complete their learning and assessment requirements, when attending Sacred Heart International College (SHIC) Courses. Connecting LLN to a student's core VET program enables the student to address their gap LLN skills in a meaningful and relevant context.

This policy exists in conjunction with other SHIC enrolment policies which Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy and Procedures, Formalization of Enrolment and Written Agreement Policy & Procedures.

Purpose

SHIC recognises the importance of basic skills in English language, literacy, and numeracy (LLN) for students in being able to participate actively and effectively in any course of study. Improving basic skills will assist in breaking down barriers for students in communicating with their trainers, peers and in the workplace. SHIC's LLN Policy and Procedure sets out the framework for integration of LLN within SHIC and provides guidance to the institute on its implementation and monitoring. It also reflects the expectations and responsibilities of staff and its students. To achieve this, SHIC will ensure that all participants enrolled in our vocational training courses are given the opportunity to learn based on their individual competencies in LLN identified by an LLN assessment.

Scope

This policy and its procedure are specifically focused on LLN and apply to all students including potential students enrolled or seeking to enroll in a VET course of study with SHIC.

SHIC's Policy and Procedure is communicated to students at the time of course enquiry, course application or enrolment stage and information relating to this policy forms part of the Student Handbook.

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To achieve this, institute will ensure that all participants enrolled in our vocational training courses are given the opportunity to learn based on their individual competencies in LLN identified by an LLN assessment test. We recognise that not all individuals have the same skills-set in reading, writing and performing calculations. Trainers and staff will endeavour to help and accommodate participants with difficulties in Language, Literacy or Numeracy

SHIC promotes the LLN Policy to students at initial enquiry and before their respective course commences. **Student Support Officers** advise students of the availability of the support services for those with LLN problems. It is ensured that **trainers** and assessors identify students with LLN problems as this will allow them to implement appropriate strategies to assist them with their learning. LLN issues are considered during development of training courses and assessment tools. Steps are taken to provide relevant staff the opportunities for professional development and publications for continued awareness of and competence with regard to LLN requirements.

Access & Equity

SHIC does not discriminate against students or potential students who have been identified as having low LLN skills. However, a recommendation may be made that the student participate in further skill development prior to enrolment.

Ultimately it is the choice of the participant as to whether or not they proceed with the enrolment. In a situation where it is not possible to meet the students LLN needs, SHIC will offer the student to change the relevant course as per their capabilities or will provide the participant with a refund or a credit toward participating in an SHIC course at a later date.

All information relating to Students regarding LLN will be treated as confidential and in accordance with SHIC's Privacy Policy.

1.0 Identification of student abilities and requirement for additional support



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Needs Identification - To maximize student's ability to meet course requirements, identification of training needs is to be undertaken using LLN competencies.

The process used at SHIC is two-fold, comprising of:

- a review of the contents of the pre- enrolment/ Training review form and application form;
- an LLN assessment:

The purpose of the pre enrolment Training review form and the application form is to obtain any information about previous education, disabilities, LLN abilities. The information obtained in these two processes is to determine:

- the appropriateness of SHIC's course for the individual's own goals and aspirations
- the individual's skills in English reading, writing, learning, oral communication and numeracy
- any relevant disabilities that need to be considered when the individual participates in the course.

The aim of the LLN assessment is to ensure that the learning needs of participants are confirmed prior to commencement of the training, and where a minimum entry level has been set for LLN levels (as specified in the Training and Assessment Strategy), this has been met. If we can identify any participant with additional needs, we can then ensure that the support is able to be provided either by SHIC or via referral to external services and resources.

SHIC endeavours to establish students' LLN needs, prior to course commencement. SHIC analyses these needs and provides a strategy for assistance (where required) through Additional Support Form. SHIC provides a range of learning support options and resources to help students achieve competency, such as:

- Language Assistance
- Additional tutoring/study group
- Personal Counselling
- Academic Skills Support
- Increased Monitoring
- Special Learning Needs (ELICOS)
- Change of Proficiency level



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- Placement in more appropriate level/course
- Conversation Learning goals
- Referral to external support services
- Provision of skill development resources

Where it is not possible to meet the students LLN needs, SHIC will offer the student the opportunity to change the course as per their capabilities or will provide the participant with a refund or a credit toward participating in an SHIC course at a later date.

2.0 Procedure

The LLN Assessor Guide should be read in conjunction with the following:

- This policy and procedure
Assessor's Guide to the Australian Core Skills Framework (ACSF) provided by Eduworks Resources
This provides guidance on marking LLNs
- Australian Core Skills Framework (ACSF)
Guidance on the core skills included in the framework (reading, writing, learning, numeracy, oral communication).
- The SHIC Course ACSF Profiles
There is one document for each VET qualification, laying out the performance level of each unit of competency delivered as part of the qualification.
Note – as each unit of competency is individual the lowest for the qualification is the overall minimum performance level for the qualification. Students at this ACSF level for one or more core skills may be considered suitable for the course.

Instructions for the test

All students are asked to complete the language, literacy and numeracy assessment prior to entry into a course.

The student may use a calculator, but it is not required and may use additional paper so they can draft their responses elsewhere if required. Completion of the test should be supervised.

Some questions are harder than others. Students should answer all questions to the best of their ability. If they can't answer a question they can move to the next one.



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In order to determine the student's oral communication skills, you will need to ask the student the questions listed in the 'Oral communication' section. Record the details of the conversation and your observations of the student's oral communication skills in the table provided at the end of the student's LLN Assessment booklet.

Marking the LLN Assessment

If a student presents with the expected minimum performance level in all of the core skills but one (which is lower), and the assessor deems that the RTO has appropriate mechanisms to support the student in the development of this skill, then the learner can be accepted into the course. A support strategy will need to be put in place to support this learner during their enrolment.

Some learners will present for enrolment with core skill levels that are more than one ACSF level lower than what's required of the overall minimum performance level in a number of the core skills. In this instance it may be appropriate to refer the learner to a preparatory foundation skills course first that could then lead to them enrolling in the course.

Additional Support Form for supporting the development of foundation core skills during the course should be put in place where the assessor identifies that a student requires support within a particular area, and the RTO is able to provide this support.

Examples of situations where an Additional Support Form should be put in place:

- If a student presented with the overall minimum performance level for the qualification in all of the core skills, except one or two.
- If a student presented with the overall minimum performance level for the qualification in three of the core skills, a level higher in one of the core skills and level lower in another core skill.

Examples of situations where a student should be recommended to develop their skills further prior to commencement:

- A student's test shows that they are a level lower than the overall minimum performance level for the qualification for all of the core skills.
- A student's test shows they are at a level of 2 or less in the majority of the core skills.

Where required complete the Additional Support Form and provide a copy to:

- The student
- The trainer/assessor
- Head of Studies
- Student Support Officers



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The original document is to be kept securely on the student file.

It is the responsibility of the Head of Studies to ensure any actions per the Support Form are completed (may include assigning tasks to student support officers), and to review the plan after one, three and five months, by meeting with the student and trainer/assessor to discuss the efficacy of actions undertaken and recording these in the Additional Support Form under reviews.

3.0 Confidentiality

All information relating to participants gathered during needs identification, training and evaluation will be stored securely in the student academic file and remain confidential.