

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 Swanston Institute's **admissions team** / **trainers** can identify Language Literacy & Numeracy (LLN) skill levels and assist students with LLN skill needs, to provide them with assistance to complete their learning and assessment requirements, when attending Swanston Institute. 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 Swanston Institute enrolment policies which Pre-Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy and Procedures, Formalisation of Enrolment and Written Agreement Policy & Procedures.

Purpose

Swanston Institute recognizes 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. Swanston Institute's LLN Policy and Procedure sets out the framework for integration of LLN within Swanston Institute and provides guidance to the institute on its implementation and monitoring. It also reflects the expectations and responsibilities of staff and their students. To achieve this, Swanston 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.

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Scope

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

Swanston Institute'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 via LLN Robot online. 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

Swanston Institute promotes the LLN Policy to students at initial enquiry and before their respective course commences. **Student Support Officers** advise students of the availability of support services for those with LLN problems. It is ensured that **admissions team / 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

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staff with the opportunities for professional development and publications for continued awareness of and competence regarding LLN requirements.

Access & Equity

Swanston Institute 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 they proceed with the enrolment. In a situation where it is not possible to meet the students LLN needs, Swanston Institute 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 a Swanston Institute course later. All information relating to Students regarding LLN will be treated as confidential and in accordance with Swanston Institute's Privacy Policy.

1.0 Identification of student abilities and requirement for additional support

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

The process used at **Swanston Institute** is two-fold, comprising of:

- a review of the contents of the pre- enrolment/ Training review form and application form.
- an LLN assessment via LLN robot online:

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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 Swanston Institute'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 can be provided either by Swanston Institute or via referral to external services and resources.

Swanston Institute endeavours to establish students' LLN needs, prior to course commencement. Swanston Institute analyses these needs and provides a strategy for assistance (where required) through Additional Support Form.

Swanston Institute 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

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- Increased Monitoring
- Special Learning Needs (ELICOS)
- Change of Proficiency level
- 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, Swanston Institute 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 a Swanston Institute course later as per the refund policy.

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)

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 Swanston Institute Course ACSF Profiles to determine the amount of training to provide to a learner based on
 - a) Existing skills, knowledge, and experience
 - b) the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet

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the requirements of the training product as specified in training packages or VET accredited courses.

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

The LLN Robot System consists of two main parts:

1. Online LLN testing.
2. Generating training profiles and training support programs.

The LLN Robot Online LLN Assessment has been designed to give an indication of a learner's abilities across the 5 core skills of the ACSF. These are Learning, Reading, Writing, Oral Communication and Numeracy.

The outcome of the online assessment is the first step in considering the support needs of the learner. The online assessment reacts dynamically to the answers of the learner and gets progressively easier or more difficult based on how the person is doing. This prevents learners from being asked questions that are either too easy or too difficult to save on assessment time and reduce negative assessment experiences.

Swanston institute admissions team will choose from based on the requirements of the course of study. One assessment test up to ACSF level 3 or the other tests up to ACSF level

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4. The former is significantly shorter and is useful for learners who are engaging in low certificate level or short courses that do not utilise higher ACSF core skills.

Both assessments are based on the community domain of communication, using examples from everyday life to avoid bias relating to specific training or working environments and experience. This approach keeps the assessments fair, valid and accessible to all learners.

Marking the LLN Assessment

At the end of the assessment a profile is generated based on the learner's responses. This profile scores each of the 5 core skills from levels 0-4. These results are stored in a secure database and accessed by the trainer/assessor or LLN representative of Swanston Institute. Spoken oral communication can be evaluated separately by speaking with the learner over the phone, face to face or Skype. The profile is then reviewed and adjusted based on further evidence (e.g., completing enrolment forms and questionnaires or interviews), or any other issues that are identified that may create a learning barrier for the student based on their current language, literacy, or numeracy skills.

This profile can then be compared to the profile of the course of study, generating a support program designed for each individual learner to meet their specific needs.

LLN Robot uses a purpose built a diagnostic tool to determine the required ACSF/core skill levels of a unit of competency. The system uses a series of language analysis algorithms to scan the content of a unit of competency to identify trigger words and phrases and their associated values based on the training package, ACSF performance indicators and the AQF

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(certificate) level of the unit. This data is used to generate a training profile that reflects the core skills required to understand and perform the criteria outlined in the unit.

As learner profiles and training profiles are compared by the system, a detailed report and training support program are generated to outline the mechanisms that can be used to support the learner's development, as well as a series of self-paced activities in the form of training supplements to be completed in conjunction with, or prior to the formal training program.

The original document is to be kept securely on the student file, it is, however the responsibility of the Co-ordinator to ensure any report and training support program 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 training profile that reflects the improved core skills required and recording in the additional support form.

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 several 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 Swanson Institute is able to provide this support.

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

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- If a student presented with the overall minimum performance level for the qualification in all 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 the core skills.
- A student's test shows they are at a level of 2 or less in most of the core skills.

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

- The student
- The trainer/assessor
- Co-ordinator
- Student Support Officers

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

It is the responsibility of the admissions team / Co-ordinator 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.

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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.