

Policy Name	Language, Literacy and Numeracy Policy – VET
Date Written	12 September 2019
Responsible dept.	Learning & Development
Current Version	V3

PURPOSE

This policy outlines The College for Adult Learning's (CAL's) practice to identify and assist Vocational Education and Training (VET) students who have Language, Literacy and Numeracy (LLN) issues.

SCOPE

This policy covers all CAL prospective students, current students, employers and other endorsed CAL stakeholders.

Policy Statement

The term 'language, literacy and numeracy' refers to five core skills; learning, reading, writing, oral communication and numeracy. These five core skills have been identified by the Australian Core Skills Framework (ASCF) as the essential skills for individuals to hold to participate effectively in society including the workplace and education sector.

As stated, it is essential that VET students have the LLN skills sufficient to successfully participate in training and assessment in the Vocational Education and Training (VET) sector. It is also essential that learners have sufficient LLN skills at the completion of their training and assessment to work successfully in the chosen vocation.

VET staff need to be aware of the LLN skills of a learner; the LLN requirements of a Training Package; and the industry's expectation of LLN skills of its workforce in order to develop appropriate delivery and assessment strategies and materials.

Therefore, as a responsible Registered Training Organisation (RTO), CAL needs to identify learner's LLN levels; and where necessary, provide information to learners about their LLN levels and inform the learner how their levels compare to the LLN levels required by a Training Package/Qualification.

Language, Literacy and Numeracy Levels

LLN levels are reference numbers given to a learner's performance and/or a Training Package in each of the five core skills; learning, reading, writing, oral communication and numeracy. These levels have been developed by the ASCF. The reference numbers describe the degree of LLN skills performed by a learner or what the learner needs to demonstrate as per a Training Package's requirements. The reference numbers range from one (lowest performance level) to five (highest performance level) and only reflect skills at that point of time.

Each level describes the amount of support used by the person to complete the task; how familiar they are with a task; how difficult text is within the task; and how complex the task is itself.

CAL will adopt the ASCF levels in its practices to ensure it is in alignment with nationally recognised LLN matters.

The following table describes the LLN levels from ASCF that CAL will adopt.

ACSF Performance Variables Grid					
Five Levels of Performance		Support	Context	Text Complexity	Task Complexity
	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple referencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

Table 1: ACSF Performance Variables Grid reprinted with permission 2013 ACSF Assessment Tasks User Guide. Commonwealth of Australia.

Language, Literacy and Numeracy Assessment

An LLN assessment will be implemented by CAL on Training Packages/Qualifications and learners as required. Assessment of Training Packages/Qualifications will identify the learning, reading, writing, oral communication and numeracy skills required by the VET sector for successful study and the relevant industry requirements. The levels identified in the Training Package will be used by CAL to develop suitable training and assessment materials. It will also be used as one of CAL's benchmarks to identify students at risk.

Learner assessment will determine a learner's performance levels in learning, reading, writing, oral communication and numeracy. Learner assessment will have generic based content so that it can be used across all VET pillars without disadvantaging any learner.

The assessment will be used as a tool, so that learners can self-identify their language, literacy and numeracy skills strengths and weakness and compare their results with the Training Package LLN requirement established by CAL. Self-evaluation aims to increase student engagement and ownership of their learning. Assessors will also be able to use the tool to further identify learners 'at risk'.

Learner assessment will occur at the commencement of their studies or prior to enrolment if they have not completed year 12 or a post-secondary qualification (if they haven't completed secondary school, LLN assessment is mandatory as part of the pre-enrolment process). Early assessment will allow learners to identify if they meet the LLN levels in their enrolled qualification. As adult learners, it will be the responsibility of the learner, who self identifies as not meeting the LLN levels in their enrolled qualification, to seek assistance.

CAL will, for those learners not meeting the LLN levels of their enrolled qualification, identify them as 'high risk'. High risk learners are those that are in jeopardy of not successfully completing the qualification in the predicted timeframes.

CAL may not exclude high risk learners from the course but suggest external support, so the learner can achieve their highest educational potential. CAL does not have the expertise and internal knowledge to support students with major LLN issues, however, CAL may (with the agreement of the learner), put in place additional support mechanisms to aid the learner and assist them to further develop specific LLN skills (as identified in supplementary testing). If the student is not willing to accept further CAL support and/or external support, in order to successfully complete a CAL qualification, they will have their money refunded and CAL student support will suggest other providers that will be more suitable.

Learners will not be charged a fee to sit the assessment.

It should be noted that assessment of LLN can also be conducted as a formal assessment against a training package competency as a part of qualification assessment if determined necessary by CAL.

If a learner is undertaking LLN assessment to meet entry requirements, the following levels must be met (dependent on course of study):

Certificate III

- Achievement of competency in Exit Level 2 score and working at Level 3 within the Australian Core Skills Framework assessment in Literacy and Numeracy.

Certificate IV

- Achievement of competency in Exit Level 3 score and working at Level 4 within the Australian Core Skills Framework assessments in Literacy and Numeracy.

Diploma

- Achievement of competency in Exit Level 3 score and working at Level 4 within the Australian Core Skills Framework assessments in Literacy and Numeracy.

Advanced Diploma

- Achievement of competency in Exit Level 3 score and working at Level 4 within the Australian Core Skills Framework assessments in Literacy and Numeracy.

Language, Literacy and Numeracy Strategies

CAL acknowledges its responsibility to support learners identified as high risk within the scale and scope of its operations. The LLN strategy to provide this support is to recommend individual and/or a group to assistance to improve the language, literacy and numeracy skills.

The following strategies may be implemented by CAL based on the individual needs of the learner:

- Adjusted assessment strategies,
- Provision of higher levels of coaching,
- Modifying learning materials where appropriate and possible that do not compromise the integrity of the assessment,
- Referral to external agencies for literacy and numeracy courses,
- Providing flexibility in learning and assessments delivery modes, scheduling and access to support services and extended timeframes.

Recommended External Agencies and Resources

CAL may also support the learner by recommending external agencies and resources that may assist the student such as:

The Reading Writing Hotline:

The Reading Writing Hotline (the Hotline) provides a national service for adults seeking English language, literacy and numeracy information, advice and support.

The Hotline provides information on:

- Adult reading, writing and numeracy classes held locally across Australia or via correspondence,
- Becoming a literacy volunteer,
- Adult LLN teaching and learning resources,
- Commonwealth-funded programs for Centrelink clients,
- Commonwealth-funded English as an additional language programs for migrants,
- Literacy and numeracy in the workplace for employers.

Further information is available at the Reading Writing Hotline website (<https://www.readingwritinghotline.edu.au/>) or phone 1300 655 506.

Commonwealth:

The Australian government provides a wide variety of assistance programs to adults in literacy and numeracy which MAY include:

- Free English lessons,
- Programs to improve basic speaking, reading, writing and math skills,
- Practitioner scholarships.

Further information is available at their website (<http://australia.gov.au/topics/education-and-training/literacy-and-numeracy>)

The Australian Federation of SPELD Associations

The Australian Federation of SPELD Associations (AUSPELD) provides support to people with specific learning disabilities, such as dyslexia, and those who care for, teach and work with them. They assist people through the dissemination of information, advocacy, research and support.

Further information is available at the AUSPELD website (<http://auspeld.org.au/>) or phone (08) 9217 2500

Queensland

Executive Officer, Community Learning and Skilling

- Department of Employment and Training (07) 3247 0278
- www.det.qld.gov.au

TAFE Language Literacy Services (07) 3234 1666

Southbank TAFE (07) 3244 5014

Victoria

Specific Learning Difficulties Association of Victoria (SPECO) Inc.

494 Brunswick Street, North Fitzroy, Victoria 3068

(03) 9489 4344

spelduic@bigpond.com.au

Western Australia

TAFE International Western Australia

Level 7, 190 St Georges Terrace, Perth, Western Australia, 6000

(08) 9320 3746

skill@tiwa.com.au

CAL may also support the student by recommending external agencies and resources to assist staff with LLN issues, such as:

- The Australian Core Skills Framework (ACSF)
Australian Government, Department of Industry
The Australian core Skills Framework (ACSF)
- Department of Education, Training and Employment
Queensland Government
What's happening with language, literacy and numeracy in vocational education and training (VET)?
- Department of Education and Training
Queensland Government
2011
The Crux of the Matter: Language, Literacy and Numeracy and Vocational Education and Training

PROCEDURE

Overall framework

There are three main elements to LLN support:

1. Analysis and specification of course LLN and core skills requirements,
2. Individual Learner LLN Support Needs Diagnosis Process,
 - a. Pre-enrolment process,
 - b. Post-enrolment process.
3. Post Enrolment LLN Support Provision,
 - a. System of streaming and tracking of support,
 - b. Self-paced, self-monitored and adjusted (if necessary) learning and assessment tools,
 - c. Additional coaching 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 and VET advanced diploma the required LLN level is Exit Level 3 in Reading and Numeracy.

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

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

The pre-Enrolment Diploma 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, CAL will advise them of this and discuss other study options with them.

Pre-Enrolment-Acceptance: Information about LLN support provided by CAL will be included as part of the Enrolment Process. CAL will advise potential learners in relation to these options. CAL is responsible only for general advice about LLN support to potential learner pre-enrolment.

Support Options may include:

Table 2 CAL LLN Support Options

Learning and Other Support Needs	CAL Support Options
Disability	CAL's Reasonable Adjustment Policy and Procedure will apply. Able to assist with referral to a learning disability specialist for advice regarding appropriate learning support and reasonable adjustment.
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, 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: - Extended Individual learning plan, - Access to higher levels of coaching.
Does not meet Core Skill requirements for the desired course	Recommend alternate courses. Identify preliminary support programs (accredited & nonaccredited). 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

Disclosure of a Learning Disability: For learners who have disclosed a disability on their Enrolment Form and have requested 'reasonable adjustment' of delivery and/or assessment, the CAL Reasonable Adjustment Policy will be invoked.

Where a learner has disclosed a need for LLN support, CAL is responsible for logging this information in the student management system and flagging it for attention via the coaching log and sales notes. The Director of Learning and Development must be made aware of high risk students so that they can be managed via the 'high risk student register'.

Post-Enrolment LLN Support Provision

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

1. A system of streaming and tracking support (high risk students register),
2. Self-paced, self-monitored and adjusted (if necessary) learning and assessment tools,
3. Higher levels of one-on-one coaching support.

System of Streaming and Tracking:

Enrolled learners are assigned a Study Coach for the duration of their enrolment. Information captured as part of the enrolment process will be recorded in the student management system.

CAL will analyse preliminary enrolment information, pre-enrolment (short) LLN Diagnostic Test results and post-enrolment comprehensive LLN Diagnostic Test results (where applied). 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, CAL will:

- Refer where necessary to relevant 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 student is referred, where relevant.

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

Learning Coaches should conduct review meetings with students with adjusted Individual Learning Plans.

Records of these meetings and student progress is to be retained in the core student management system.

Table 3 Referral Points for Disclosed LLN Issues.

Issue	Type of Professional
Specified learning disabilities	In the case where a student has disclosed a specified learning disability including dyslexia, dysgraphia, dyscalculia, dyspraxia, dysphasia, auditory processing disorder, visual processing disorder, the student should be referred to a learning disability specialist to determine what learning support is required, prior to enrolment. The CAL Reasonable Adjustment Policy and Procedure will apply for all disclosed disabilities including learning disabilities.
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 external English language course.

Self-paced, self-monitored and adjusted (if necessary) learning and assessment tools:

On completion of a more comprehensive LLN Diagnostic Test for LLN including English and Maths, an adjusted individual learning plan is generated. Learners are encouraged by CAL to work through the learning modules, tutorials and self-assessment quizzes provided as part of the LLN Diagnostic package provided by CAL.

If a learner requires an extended timeframe in which to complete their studies, this will be added to their individual learning plan.

If a learner requires an adjustment to an assessment tool, this decision will be made, and the adjustment undertaken, by their learning coach, under the guidance of the Director of Learning and Development. Any adjustments made must not jeopardise the integrity of the AQF qualification learning outcomes.

Higher levels of one-on-one coaching support.

Where a student has been flagged as 'high risk' and put on the high-risk student register, they may be followed up by their learning coach on a regular basis. They will be encouraged to submit more than, the usually allowed, one draft per unit.

Staff Training and Guidelines

CAL training incorporates:

- Training in course entry requirements including ACSF levels (Reading and Numeracy) required for courses,
- Training in the short LLN Diagnostic Test and how to compare results with required levels for courses,

Guidelines are in place to assist CAL Professional Learning Consultants in advising learners on course eligibility and recommendations, as well as general information on the LLN and other support that can be provided by CAL learning and development and student support staff. Training incorporates:

- Short and comprehensive LLN Diagnostic Tests (English and Maths),
- How to create an Individual Learning Plan (ILP) (including goal setting and timelines),
- Advanced LLN test implemented by CAL Assessor
- How to conduct a planning meeting and progress meeting with a learner
- Completing CAL documentation and updating student records.

Staff development for members of the L&D Team incorporates:

- Integration of LLN learning activities and assessment into units of competency and online learning units,
- Completion of the LLN Unit of Competency is required of all Assessors.

CAL Monitoring of Compliance with Policy and Procedures

CAL Delivery and Assessment Strategies incorporate strategies in relation to LLN support including compliance with this policy and procedure. CAL reports on LLN key performance indicators as part of annual course review processes. CAL is responsible for ensuring that Assessors have the required LLN unit of competency.

ROLES AND RESPONSIBILITIES

Learner Responsibilities

The learner is responsible for:

- Disclosing any information that needs to be disclosed about LLN needs as part of the enrolment process,
- Completing the Diploma Entry Test (if and as required),
- Completing any additional post-enrolment diagnostic assessment and where gaps in skill level are identified, agreeing to a plan to improve skills levels by engaging with the LLN support services provided by CAL,
- Where referral to an external specialist is recommended, learners are responsible for following up on this advice (and financing this themselves).

CAL Responsibilities

CAL is responsible pre-enrolment for:

- Advising potential learners of the entry requirement to complete the Diploma LLN Entry Test,
- Giving general advice to potential learners in terms of LLN support available at CAL,
- 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 learner record management system and with the Director of Learning and Development,
- Ensuring records of calls, enrolment forms, academic certificates and LLN initial test results are stored in the learner management system.

The Manager of Learning and Development Responsibilities

The Manager of Learning and Development is responsible post-enrolment for:

- Analysis of pre-enrolment LLN information (Diploma Entry Test, enrolment form disclosures),
- Organising for additional post enrolment diagnostic assessment if required,
- Ensuring development of Individual Learning Plan (ILP) where LLN difficulties have been identified,
- Communication with Assessors in relation to LLN support needs of students,
- Store and review ILP progress,
- Monitoring the high-risk learner register,
- Developing ILP for learners with declared difficulties (for students with a disability this may include reasonable adjustment to assessments or educational delivery),

The Director of Learning and Development Responsibilities

- Undertaking a review of ILP's in place across the course at least every six months,
- Ensuring that LLN support is promoted to learners within the course,
- Reporting on LLN data as part of the annual course review process,
- Ensuring that LLN development forms part of CAL Delivery 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.

Coach/Assessor Responsibilities

Coaches/Assessors are responsible for:

- Integrating LLN learning activities and assessment into their units,
- Communicating with The Manager of Learning and Development where learners are demonstrating LLN difficulties via assessments.

Policy Administration			
Version	Date Approved	Approved by	Next Review Due
1	16 June 2014	Helen Sabell	June 2016
2	14 June 2018	Helen Sabell	June 2020
3	12 September 2019	Sarah Sabell	September 2020
Compliance References			
Statutory		The <i>Standards for Registered Training Organisations (RTOs) 2015</i> Clauses: 1.7	
Industry		Vocational Education and Training (VET)	
Document Located		E:\Public Documents\03_CAL Operations\CAL Policies\02_CAL POLICIES STUDENTS	