



Australian Leading Institute of Technology

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No.3.1.9: Language, Literacy and Numeracy Policy and Procedure

Policy Context

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| This policy relates to: | |
| Registration Manager | Australian Skills Quality Authority (ASQA) |
| Conditions of Registration | VET Quality Framework (VQF) |
| Codes and Standards | ESOS National Code 2018 – Standard: 2.2 Standards for RTOs 2015 – Standard: 1.7; |
| Legislation or other requirements | National Vocational Education and Training Regulator Act 2012 |

Purpose

The purpose of this policy and procedure is to establish ALIT's culture and the process of determining the support needs of individual students regarding language, literacy and numeracy for the success in their training.

Objective

The objective of this Policy and Procedure is to ensure that ALIT:

- Establish a range of methods to assist students to measure their language, literacy and numeracy skills.
- Identify students' LLN skill level through LLN tests for different training areas.
- Promote the Language Literacy & Numeracy Policy to Students at the initial enquiry, pre-enrolment interview, before the training course commences and of the availability of confidential assistance if the student has problems with language, literacy or numeracy;

- Ensure that employees can identify students with LLN problems and can implement appropriate strategies to assist them with their learning;
- Ensure that LLN issues are considered during development of training courses;
- Provide students with as much opportunity as possible to learn given their current LLN skill's levels;
- Provide relevant staff development opportunities and publications for employees to ensure their continued awareness of and competence about LLN requirements.

Scope

This Language, Literacy and Numeracy policy and procedure is applicable to the following stakeholders:

- ALIT staff
- ALIT students

General Processes

- Prior to enrolment and commencement, ALIT will provide:
 - the code, title and currency of the training product to which the learner is to be enrolled, as published on the national register
 - the training and assessment and related educational and support services that will be provided to the learner
 - estimated duration
 - expected locations at which it will be provided
 - expected modes of delivery
 - name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the ALIT's behalf
 - any work placement arrangements.
 - information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.

- ALIT is committed to providing clear information to its students about the detail of the language, literacy and numeracy assistance available and to take due account of language, literacy and numeracy when designing and delivering courses included on the ALIT's scope of registration.
- All students are required to complete an LLN assessment prior to delivery of training and assessment.
- In some cases, a student may need to attend a Foundation Skills Training Program at another provider if there is a gap of 1 ACSF level between their existing performance and the level required to successfully complete a qualification or a course. This may mean deferment of the current enrolment until the student achieves the required level of ACSF skills. In other cases, if the ACSF level discrepancy is not too great or spiked, ALIT may deem it unnecessary to provide additional foundation skills training and will devise ways to support the student to acquire these skills through the learning in the program in which the student is enrolled. In these cases, an individual learning plan will be prepared and followed which will allow the student to achieve the competencies of the vocational course.
- ALIT staff needs to be aware of students who may be more likely to need language, literacy and numeracy support than others.

These clients may include:

- Students whose first language is not English
- Students with lower educational attainment
- Students whose training/education has been disrupted, and
- Students of Aboriginal and Torres Strait Islander origin.

Obligations of ALIT to the learner include that ALIT is responsible for the quality of the training and assessment in compliance with the Standards and also for the issuance of the AQF certification documentation.

Procedures

| | Procedure Steps | Responsibility | Reference |
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| (1) | Different levels of LLN assessment tools are developed for potential students based on The Australian Core Skills Framework (ACSF) 2012. | PEO/Trainer | |
| (2) | The different levels of LLN assessment tools, marking guides, and assessment instructions are reviewed and validated regularly by LLN personnel and external LLN foundation skills specialists. The validation is conducted on a regular basis. | PEO/Trainer | |
| (3) | CEO or an officer appointed by the CEOs are provided with LLN assessment instructions for each qualification level. The LLN assessment instructions are managed by the CEO. | CEO | LLN assessment instructions |

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| (4) | ALIT designs different levels of LLN support courses based on Australian Core Skills Framework (ACSF) 2012. | CEO/Trainer CEO | |
| (5) | At the pre-training review stage, CEO or an officer appointed by the CEOs supervise the undertaking of LLN assessments for the potential students as a mandatory requirement. | CEO or an officer appointed by the CEO | |

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| <p>(6)</p> | <p>The appointed trainer marks the LLN assessment based on LLN model answers and marking guides. LLN level outcomes must be recorded on the Pre-Training Review Sheet. This report is to remain on the student's file as evidence of initial LLN assessment.</p> <p>The trainer refers the outcome of LLN assessment tools to the CEO or an officer appointed by the CEO and the potential student. If the potential student's LLN level is deemed satisfactory to proceed with the course of study, the Pre-Enrolment Review will be forwarded to Administration to process.</p> | <p>Trainer</p> | <p>LLN model answers and marking guides</p> |
| <p>(8)</p> | <p>If any deficiencies that will impede progress are identified, the potential student is advised about the necessity to improve their LLN skills and will not be enrolled in a VET Qualification. The potential student can either be referred to other professional organisations specialising in LLN skills or undertake an LLN Support Course.</p> | <p>CEO or an officer appointed by the CEO/Administration</p> | |

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| (9) | If the potential student decides to undertake the ALIT's LLN Support course, LLN personnel designs an appropriate LLN Support Course based the units identified in the LLN Student Assessment Mapping that address the identified deficiencies. An Individual Learning Plan is developed. | PEO/Trainer | LLN Student Assessment Mapping Individual Learning Plan |
| (10) | During study, if a student is identified as requiring extra tuition time or support, this is provided by the student's trainer | Trainer | |
| (11) | During the application of support course and course of study, ensure the student participates in the process and meet the required standard. | CEO or an officer appointed by the CEO/Administration | |

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