

Language, Literacy and Numeracy Policy - VET

Policy Code: STU-048 **Version:** 2.0 **Effective Date:** 10 March 2017

Purpose:

This policy outlines the College's practice to identify and assist Vocational Education and Training (VET) students that have language, literacy and numeracy issues.

Definition of "College" – *The Australian College of Natural Medicine Pty Ltd (ACNM) trades as Endeavour College of Natural Health, FIAFitnation, College of Natural Beauty and Wellnation. For the purpose of this policy, any reference to 'College' or 'the College' should be considered a reference to each or any of these respective trading names.*

Scope:

- All Campuses of all VET businesses
- All VET Students
- All VET Staff
- All Admissions and Student Services Staff

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 language, literacy, and numeracy (LLN) skills sufficient to successfully participate in training and assessment in the Vocational

Education and Training (VET) sector. It is also essential that students 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 student; 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 materials.

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

Language, Literacy & Numeracy Levels

LLN levels are reference numbers given to a student's performance and/or a Training Package in each of the 5 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 student or what the student needs to demonstrate as per a Training Package's requirements. The reference numbers range from 1 (lowest performance level) to 5 (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.

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

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

Related Procedures:

Language, Literacy and Numeracy Procedure

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National CRICOS Provider Number 00231G

ACSF Performance Variables Grid					
		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
FIVE LEVELS OF PERFORMANCE	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 inferencing, 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, inferencing, 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

(ACSF Performance Variable Grid. Australian Core Skills Framework. 5 Core Skills. 5 Levels of Performance. 3 Domains of Communication. 2012. Pg. 7.)

Language, Literacy & Numeracy Assessment

LLN assessment will be implemented by the College on Training Packages/Qualifications and students. Assessment of Training Packages/Qualifications will identify the learning, reading,

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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 the College to develop suitable training and assessment materials. It will also be used as one of the College's benchmarks to identify students at risk.

Student assessment will determine a student's performance levels in learning, reading, writing, oral communication and numeracy. Student assessment will have generic based content so that it can be used across all VET pillars without disadvantaging any student. To ensure accuracy the assessment tools will be based on assessment tools created by Precision Counsultancy with funding from the Workplace English Language and Literacy (WELL) program through the Department of Industry.

The assessment will be used as a tool so students can self-identify their language, literacy and numeracy skills strengths and weakness and compare their results with the Training Package LLN requirement established by the College. Self-evaluation aims to increase student engagement and ownership of their learning.

Student assessment will occur at the commencement of their studies or prior to enrolment if they are unable to produce a Senior Secondary Certificate of Education (this is a compulsory requirement if the Senior Secondary Certificate is unable to be produced). Early assessment will allow students to identify if they meet the LLN levels in their enrolled qualification. As adult learners it will be the responsibility of the student who self identifies as not meeting the LLN levels in their enrolled qualification to seek assistance.

The College will, for those students not meeting the LLN levels of their enrolled qualification, identify them as 'at risk'. At risk students are those that are at jeopardy of not successfully completing the qualification in the predicted timeframes. (See [Students at Risk Policy – VET](#) for further information). The College will not be exclude at risk students from the course but offer support so the student can achieve their highest educational potential at the College.

Students 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 the College.

If a student 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 & Numeracy Strategies

The College acknowledges its responsibility to support students identified at 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 the College based on the individual needs of the student:

- Provision of concurrent assistance.
- Planning teaching.
- Provision of study buddy, mentor, coach.

- Modifying learning materials where appropriate 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.
- Access to 'Study Skills' workshops.
- One-on-one tutoring if appropriate.

Recommended External Agencies and Resources

The College may also support the student 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

(<http://www.literacyline.edu.au/>) or phone 1300 6 555 06.

- **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) 92172500

- **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

The College 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

Complex Terminology

Where it is a requirement of a unit of competency; qualification; and/or industry that learning outcomes, required skills and/or knowledge may require specific language and terminology the College will implement appropriate strategies such as 'Medical Terminology' workshops on campus.

English as a Second Language (ESL)

The College recognises that LLN and ESL are not identical however they can intertwine and English as a Second Language should be considered in LLN matters. The College's [English Proficiency Policy - VET](#) should therefore be consulted in conjunction with identified LLN issues.

Definitions: **Language, literacy and numeracy** - The term 'language, literacy and numeracy' refers to five core skills, learning,

reading, writing, oral communication and numeracy. These core skills are required by an individual for educational studies, community participation, and/or meet workplace requirements.

Language, literacy and numeracy level – The LLN level is a reference number given to a performance level ranging from 1 (lowest performance level) to 5 (highest performance level). The level can be used to describe an individual's LLN skill and/or to describe the LLN skills required by the Training Package or workplace.

Related Policies:

[English Proficiency Policy – VET](#)
[Student at Risk Policy – VET](#)
[Admissions Policy – VET](#)
[Fees Policy - VET](#)

Benchmarking:

Not Applicable

Supporting Research and Analysis:

Queensland, Department of Education and Training. 2011.
The Crux of the Matter 2011. Lana gauge Literacy and Numeracy and Vocational Education and Training.

Department of Education and Training.
Australian Movement's Literacy and Numeracy Website.
<http://www.literacyandnumeracy.gov.au/>

Berghella, T and Molenaar, J. 2013.
Seeking the N in LLN.
Commonwealth of Australia.

Trout, D. 2015

Essential core skills: meeting your LLN requirements and the standards.

Australian Council for Educational Research.

Related Documents: Not Applicable

Related Legislation: Not Applicable

Guidelines: The Australian Core Skills Framework (ACSF)
Australian Government
Department of Industry

Policy Author:	Quality and Compliance Coordinator
Policy Owner:	Director, Student Services & Retention
Contact:	Director, Student Services & Retention Jennifer.osborne@endeavour.edu.au
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Responsibilities for Implementation:	Director, Student Services & Retention National Academic Director - Fitness National Academic Director - Beauty VET Coordinator - Health
Key Stakeholders:	Quality and Compliance Team Director, Student Services & Retention National Academic Director - Fitness National Academic Director - Beauty VET Coordinator - Health Student Services VET Students