Language, Literacy and Numeracy (LLN)
Policy and Procedure

PURPOSE
The purpose of this policy and related procedure is to establish guidelines to:
- identify students in need of LLN support
- establish staff guidelines to assist students with LLN needs

To ensure compliance with the ***Standards for Registered Training Organisations (RTOs) 2015*** and to meet access and equity requirements, students identified as experiencing difficulties with language, literacy or numeracy will be offered support within the RTO capability to complete appropriate level qualifications, or otherwise referred to other agencies.

SCOPE
This LLN Policy applies to all:
- trainers and managers involved in the development, delivery, assessment and review of training
- current and future Tocal College students completing a qualification or industry skill set

DEFINITIONS
Language involves the use of words in a structured and conventional way, in either written or spoken form, to communicate meaning.
Literacy is the ability to use and adjust language effectively, in a social context, to   achieve specific purposes. Literacy involves the application of skills such as the ability to explain, debate, retrieve information, explore issues, entertain, create and express opinions.
Numeracy involves the practical application of mathematical skills to use and critically valuate information in numerical, spatial or graphical form. Numeracy may also involve literacy, for example, when extracting mathematical information from written text.

IMPLEMENTATION:
It will be implemented as follows:
- Fulltime program – full assessment
- Trainees - full assessment
- Cert III-IV external full qualification programs – screening with question bank then if concerned further assessment
- Diploma external full qualification programs – screening with question bank then if concerned further assessment
- Skills training courses have pre course statement regarding LLN level required to complete the course; support provided for identified needs.

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.

It is essential that students have the appropriate language, literacy, and numeracy (LLN) skills sufficient to successfully participate in training and assessment during their study as well as have sufficient LLN skills at the completion of their training and assessment to work successfully in their chosen vocation.

Training 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, delivery and assess 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 students how their levels compare to the LLN levels required by a Training Package/Qualification.

Analysis of qualifications and industry skill set courses will identify the LLN levels required by students in each of the key areas: learning, reading, writing, oral communication and numeracy skills. These requirements are relevant to the current industry standards and requirements.

Students will then be screened/assessed in each of the 5 core skills; Student assessment will determine a student's performance levels in learning, reading, writing, oral communication and numeracy. Reference numbers developed by the ASCF, will be used to describe the LLN skills achieved by students. The reference numbers range from 1 (lowest performance level) to 5 (highest performance level) **and only reflect skills at the time.**

Student screening will have a general focus on content so that it can be used across a range of areas without disadvantaging any student. Student screening will occur at the commencement of their studies or prior to enrolment to identify any students that may have issues in successfully completing the training product within the predicted timeframes. Students should also identify themselves, and are encouraged to do so, as adult learners.

The College will consider the options for support for identified students, and then make a decision regarding enrolment on an individual basis, to ensure the student can achieve their highest educational potential through study in their chosen area of study. Students will not be charged a fee to sit the assessment. All information relating to participants gathered during needs identification, training and evaluation will remain confidential.

RESPONSIBILITIES
The student is responsible for:
- disclosing any information about LLN needs on enrolment
- engaging with the LLN support services and staff as necessary
- following advice where referral to an external specialist is recommended

The training coordinator/trainer is responsible for:
- advising potential students of entry requirement to complete the LLN screen
- advising potential students of LLN support available at the College
- actioning appropriate LLN support needs found on enrolment form/screening
- monitoring and actioning LLN support needs throughout the training
- arranging support or referral where needed

SUPPORT

Some support can be met with reasonable adjustment during the training and assessment process, such as

- providing student with additional time to complete assessment tasks
- meeting with the student to review relevant sessions
- meeting with student counsellor to develop and review strategies
- arranging a mentor for the student to improve skills
- arranging a reader or scribe in class to assist the student with LLN difficulties

Other support may be more complex and involve referral to an external LLN expert. Additional support may occur a fee for service basis. Tocal College trainers/assessors and staff will always endeavour to accommodate students with LLN difficulties.

LEGISLATION:

From 'Definitions' in the *Standards for Registered Training Organisations (RTOs) 2015* under the *National Vocational Education and Training Regulator Act 2011* **(Commonwealth of Australia)**

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, **language skills, literacy or numeracy level**, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Educational and support services may include, but are not limited to:

a) pre-enrolment materials;
b) study support and study skills programs;
c) **language, literacy and numeracy (LLN) programs** or referrals to these programs;
d) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
e) learning resource centres;
f) mediation services or referrals to these services;
g) flexible scheduling and delivery of training and assessment;
h) counselling services or referrals to these services;
i) information and communications technology (ICT) support;
j) learning materials in alternative formats, for example, in large print;
k) learning and assessment programs contextualised to the workplace; and
l) any other services that the RTO considers necessary to support learners to achieve competency.

Standard 1

The RTO's training and assessment strategies and practices are responsive to industry and **learner needs** and meet the requirements of training packages and VET accredited courses

Learner support

1.1. The RTO determines **the support needs of individual learners** and provides **access to the educational and support services necessary** for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

Standard 4

Accurate and accessible information about an RTO, **its services** and performance is available to inform prospective and current learners and clients.

Standard 5

Each learner is **properly informed** and protected.