Language Literacy & Numeracy (LLN) Policy & Procedure

Policy and the Purpose

Princeton International College (PIC) evaluates the Language, Literacy and Numeracy (LLN) skills of students prior to formally accepting their enrolment into a qualification to ensure they are academically suited to undertake the program in conjunction with all other entry requirements of the program. This process is conducted with honestly and integrity and uses an approved LLN Assessment Tool that validly and reliably assesses a student's competence for LLN levels against the Australian Core Skills Framework (ACSF).

The purpose of this policy is to ensure that staff and trainers are aware of their obligations and responsibilities to:

- determine a recommended LLN level for each course based on ACSF
- provide appropriate Language, Literacy and Numeracy (LLN) evaluations and determination to prospective students and
- provide LLN Support services prior to completing the enrolment application process for a course.

LLN evaluations are undertaken prior to an enrolment application to identify or indicate whether a prospective student:

- possesses the LLN skills to be able to successfully complete the
- entire qualification or part thereof
- requires additional learner support services to successfully.
- complete the course or part thereof
- currently has insufficient LLN skills to successfully complete the
- course or part thereof.

This policy exists in conjunction with other Princeton International College enrolment policies which Pre-Enrolment Policy and Procedures, Formalisation of Enrolment and Written Agreement Policy & Procedures.

Scope

This policy and its procedure are specifically focused on LLN and apply to all staff, trainers, current and potential students enrolled or seeking to enroll in a VET course of study with Princeton International College.

Princeton International College'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.

Responsibility

Admin Manager, LLN Specialist, Student Support Officer, and Compliance Manager are responsible for this Policy and Procedure

Definitions

Pre-training Review (PTR) is the process of determining suitability and relevance of the course based on the individual's current competencies, existing educational attainment, capabilities, aspirations, and interests and with due consideration of the likely job outcomes from the development of new competencies and skills.

Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication, and numeracy.

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 evaluate information in numerical, spatial or graphical form. Numeracy may also involve literacy, for example, when extracting mathematical information from written text.

LLN Robot: 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. 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. LLN Robot uses a purpose-built 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 (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.

Overview

Princeton International College recognises 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.

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. 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

Princeton International College 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 LLN Specialist 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 staff the opportunities for professional development and publications for continued awareness of and competence with regard to LLN requirements.

Identification of student abilities and requirement for additional support

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

The process used at *Princeton International College* is two-fold, comprising of:

- a review of the contents of the pre- enrolment/ Training review form and application form;
- an LLN assessment:

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 Princeton International College'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 Princeton International College or via referral to external services and resources.

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

Procedure

Program Entry Requirements

The Training and Assessment Strategy (TAS) for each program provides the LLN levels required to be determined as having an appropriate ACSF level to enrol into the program desired. The LLN tool automatically generates the ACSF levels for each program depending on the units of competency within the qualification. Students are required to undertake a LLN assessment prior to their enrolment being accepted by PIC. This is to ensure students enrolling in the program have the required LLN levels to complete training and assessment requirements towards successful completion of their qualification.

PIC determines a recommended LLN level for each program we deliver based on the Australian Core Skills Framework (ACSF) Five Core Skills, these being Learning, Reading, Writing, Oral Communication and Numeracy. PIC will generally accept prospective students with one LLN entry level lower than recommended or determined for a particular course by LLN Robot. However, prospective students with lower levels of LLN Skills may be accepted and this determination shall be on a case-by-case basis by the LLN specialist.

LLN Assessment Tool

The term 'Language, Literacy and Numeracy' (LLN) refers to the Australian Core Skills Framework (ACSF) Five Core Skills, these being Learning, Reading, Writing, Oral Communication and Numeracy. These Five Core Skills have been identified by the ACSF as the essential skills for individuals to hold to participate effectively in society including the workplace and Education Sector.

Core Skills are critical to almost all areas of work. This is particularly true in many vocations where Language, Literacy and Numeracy skills influence the performance of workplace tasks such as comprehending written work instructions. Further information is available below: https://www.education.gov.au/australian-core-skills-framework.

The LLN Assessment will assess the Five (5) Core Skills in the ACSF following areas.

• Reading

• Writing

• Numeracy

• Oral Communication

• Learning

The LLN Assessment used by PIC is generated by LLN Robot https://llnrobot.com.au/. LLN Robot is the first assessment tool approved by the Federal Department of Education and Training after reviewing its accuracy in validly and reliably determining student LLN levels. Using trigger word and phrase analysis software developed by The Learning Resources Group, LLN Robot have determined the ACSF profile of every current national unit of competency from Certificate 1 to Diploma. The ACSF scores for units/qualifications are sourced directly from publications provided by training package owners (SSO/former ISC), otherwise they are calculated by the LLN Robot system.

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 (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. LLN Robot, is an online system that combines ACSF testing, Program profiling and LLN Support into one easy to use package.

A link to complete the LLN is typically provided to the student before completing the Pre-training Review (PTR). However, may be issued after holding the PTR conversation with the student. Where this is the case, the student will be advised that enrolment into the program is dependent upon successful completion of the LLN assessment.

LLN Specialist shall retrieve the LLN Evaluation Results (part of the LLN Report) and save it in the prospective students' file. LLN Specialist shall analyses the LLN Robot Results and other LLN Evaluations to make one of the following general determinations:

1. prospective learner can undertake the course enrolment application process.

2. prospective learner can complete the enrolment application process for the course with a support plan (known as an 'Additional Support Plan)')

3. prospective student shall be interviewed, and additional evaluation will be made.

4. prospective student can re-take the LLN evaluation again immediately.

5. prospective student will be referred to a third party or course to assist with their needs.

6. prospective student can undertake the evaluation again at some future time

7. prospective student is deemed not suitable to undertake this course but may be referred to a lower-level AQF course.

LLN Specialist shall discuss the LLN Results together with further LLN Evaluation information with the Training Manager and a decision for course entry shall be is made.

The results of the LLN assessment are given to the student as soon as practicable after their LLN assessment is completed and results evaluated by the LLN Specialist. Students' individual results will be saved to their individual files.

Where a student's LLN level is identified as being lower than the specified requirements for the course, PIC will offer the student LLN assistance by providing a strategy for assistance through Additional Support Plan.

Where it is not possible to meet the students LLN needs, Princeton International College 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 Princeton International College course at a later date.

LLN Assistance-Additional Support Plan

If a prospective student is deemed suitable for entry into a course with an additional support plan, LLN specialist will complete the Additional Support Plan and handover to the Trainer to access and discuss with the student.

Princeton International College 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
- 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
- Reasonable adjustments

All students with an Additional Support Plan will be followed up by the LLN Specialist scheduling a follow up meeting or email with the Trainer. Generally, the Additional Support Plan will initially have recommendations discussed and agreed with the student and Trainer and based on the gaps indicated from the evaluation. Follow up meetings are generally 2 weeks or 4 weeks from commencement.

However, if a follow up meeting reveals a need for more detailed support or may indicate that the student is having no issues within class, further discussions will be held between the Trainer, student, and LLN Specialist.

Where a student welfare issue is identified, this will be referred to the Training Manager to further revise the support plan where required.

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.