


<b>PROCEDURE</b>		
<p>Ref. to Legislative Frameworks:</p> <p><b>SRTO2015:</b> Standard 1.3, 1.7, 1.8, 5.1, 5.2</p> <p><b>National Code 2018:</b> Standard 1.2, 2.2, 3.3 &amp; 8.9</p>	<b>Language, Literacy and Numeracy (VET)</b>	
<b>Version: 2.0</b>	Procedure Owner: Chief Executive Officer	<b>Issued on: 06/04/2018</b> <b>Review by: 06/04/2020</b>

### Revision History

Current Version	Description of Change	Procedure Writer(s)	Effective Date
2.0	New	Head of Vocational Education and Training (VET) Department	06/04/2018

## **PURPOSE**

The purpose of this Language, Literacy and Numeracy policy is to provide guidelines by which Trainers and Managers can identify LLN skill levels and assist students with LLN skill needs, to provide them with as many opportunities as possible to complete their learning and assessment requirements, when attending AAPoly courses.

## **POLICY STATEMENT**

All enrolled students should have the appropriate level of language, literacy and numeracy skills to actively engage in the training and assessments of the course that they have chosen to study. Where their language, literacy and numeracy skills may not be adequate, AAPoly has procedures and systems that can support the learners and facilitate active engagement with their training and assessments. Such support will generally be provided for free.

## **SCOPE**

This policy applies to Trainers and Managers involved in the development, delivery, assessment and review of training programs. It also applies to current and future students and is communicated to them at the enquiry, course application or enrolment stages.

## **DEFINITION**

Language, Literacy and Numeracy (LLN)	Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of contexts, and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.
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## **PROCEDURE**

1. New students undertake the LLN Aptitude Test before course commencement. These tests are conducted and assessed by a qualified assessor. Test results are saved and archived in the relevant repository.
2. The VET Faculty Head will identify and highlight students identified with LLN support needs to the trainers and assessors.
3. Trainers and Assessors will discuss with the Course Coordinator (CC) on ways to assist the students with LLN needs.
4. Appropriate and relevant support will be provided to the student, based on feedback from the CC. Trainers and assessors can make reasonable adjustments to the assessments for the student (if applicable). Such adjustments must be approved by the VET Faculty Head.

5. Where it is not possible to meet the student's LLN needs, AAPoly will refer the student to a professional organisation specialising in LLN for further assistance.
6. Documentary evidence of all services provided and communication with the students are maintained and kept confidential in accordance with the Information Privacy Policy.
7. Adjustment to assessments, with LLN considerations
  - 7.1 There are several ways that AAPoly may make reasonable adjustments to the assessment procedure to accommodate students' LLN needs without losing the integrity of the assessments. Any adjustments are made under guidance from the relevant Training Package and the relevant assessment policy and procedure.
  - 7.2 AAPoly's entry requirements specify minimum educational standards to be met. It is unlikely that students will have difficulties with actual reading and writing. The LLN aptitude tests are intended to assess their levels of capabilities and to recommend actions that will facilitate improvements in some of these skills.
  - 7.3 Depending on the specific types of assessment, not all adjustments are possible, appropriate or permissible. For example, allowing the use of an interpreter where an assessment specifically requires demonstration of English communication skills would invalidate that assessment.
  - 7.4 Should a learner return a low score from the LLN Aptitude Test, an appropriate intervention strategy will be designed and assessments reasonably adjusted. A further Aptitude Test will be conducted in three or four weeks after course commencement (but not later), to ensure that the learner has achieved reasonable progress in their LLN skills. If the second Aptitude Test revealed residual concerns, the learner should attend a formal course progress intervention meeting to decide appropriate actions.

## **RESPONSIBILITIES**

- VET Faculty Head:
  - Promotes the LLN policy and procedure to students before the training course commences and of the availability of confidential support services if they have LLN concerns
  - Identifies students LLN skills level and provides students with as much opportunity as possible to learn given their current LLN skill levels
  - Approves any adjustments to assessments as and when required.
  - Organises a re-test for students who had low LLN Aptitude test outcomes.
  - Refer students to professional organisations specialising in LLN skills.
- Course Coordinators/trainers and assessors:
  - Implement strategies to address LLN issues/concerns identified to assist students with their learning

- Ensures that LLN issues are considered during development of training courses and assessment tools
- Provides relevant staff professional development opportunities and publications to ensure continued awareness of and competency about LLN requirements.
- Fosters links with professional organisations for the referral of students with LLN issues.

## FEEDBACK

Queries or feedback about this procedure should be directed to the CEO through [suggestionstotheceo@aapoly.edu.au](mailto:suggestionstotheceo@aapoly.edu.au). The CEO will respond in writing to the feedback or enquiries within two (2) weeks unless an extenuating circumstance requires an immediate response or action. Any material changes to this policy because of the feedback will be documented in the version control register and utilised as part of continuous improvement and quality assurance of AAPoly.

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## REFERENCES

Source	Document Title	Version/Date
Internal	Language, Literacy and Numeracy (VET) Policy	v2.0 06042018
	Information Privacy Policy	v2.3 20012018
External	ASQA Standards for Registered Training Organisations	2015
	National Code of Practice for Providers of Education and Training to Overseas Students	2018