

1. Purpose

In keeping with the Institute's access and equity policy, students experiencing difficulties with language, literacy or numeracy are offered support.

The purpose of this policy and procedure is to establish guidelines to:

- that all applicants seeking entry into a nationally accredited course with Royal Greenhill Institute of technology (RGIT) have the appropriate level of Language, Literacy and Numeracy (LLN) skills in order to achieve the competencies of the vocational course.
- the staff and applicants make informed decisions about the suitability and relevance of the course the applicant is undertaking with RGIT
- identify students in need of LLN support and
- establish staff guidelines to assist students with LLN needs.

2. Scope

This policy and procedure applies to all

- trainers and managers involved in the development, delivery, assessment, and review of training
- current and future RGIT students

3. Responsibility

It is the responsibility of the prospective student to reveal any information about LLN needs, as part of the enrolment process.

RGIT is responsible for organising additional internal post enrolment diagnostic assessment, if required, and ensuring use of individual learning plans and reasonable additional learning aids/strategies that might be required by the student during their learning.

4. 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.

5. Policy

RGIT is committed to providing high quality education and training to all students. The Pre-Training Review and LLN test will be conducted on or prior to enrolment

This review and assessment will:

- ascertain the individual's aspirations and interests with due consideration of the likely job outcomes from the development of new competencies and skills
- consider the individual's existing educational attainment and capabilities
- assess language, literacy and numeracy skills
- identify any competencies previously acquired (RPL, recognition of current competency (RCC) or credit transfer)
- ascertain that the proposed learning strategies and materials are appropriate for that individual
- Consider any special needs and or disabilities.

RGIT is committed to providing any reasonable support necessary to help students with LLN difficulties to complete their course.

The institute will have in place both pre and post enrolment mechanisms to determine whether a student's LLN level meets course requirements. The mechanisms will aim to help prospective students make informed decisions about whether RGIT courses are suited to their needs.

6. Procedure

6.1 Needs Identification

Pre-enrolment: Prior to enrolment, all students must demonstrate that they have the language, literacy and numeracy skills sufficient to meet course requirements. A range of pathways is

available to students to demonstrate whether they have the required level of LLN skills. Students enrolling with RGIT will be required to undertake a LLN assessment using the LLN Robot System. Upon completion of the assessment, the Admission Officer will generate the LLN Skills report for the applicant from the LLN Robot system and send to the LLN specialist. The diagnostic report will be discussed with the student as part of the pre training review outcome.

Where a student's LLN level is identified as being lower than the specified requirements for the course, RGIT will:

- provide advice and information about alternative program choices or
- offer the student LLN assistance (refer below for examples of assistance offered). Ultimately, it is the choice of participants as to whether or not to proceed with the enrolment.

Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, RGIT Australia directs participants to a literacy specialist. A Commonwealth Government support service is:

Organisation	Contact Number
The Reading Writing Hotline	1300 6555 06

Post-enrolment: Trainers are to ensure that they monitor student assessment submissions for any LLN issues. Where a trainer identifies LLN issues for a student that significantly impact upon the student's ability to complete the course, the trainer is to notify RGIT's LLN specialist to discuss the support that can be given to the student.

The range of support options available include:

- ✦ Providing student with additional time to complete assessment tasks
- ✦ Meeting with student to discuss strategies that the student could employ to improve their language or numeracy skills
- ✦ LLN specialist sitting in on class to assist teacher in helping student with LLN difficulties
- ✦ For students of non-English speaking backgrounds, the option of enrolling in one of RGIT's ELICOS or EAL courses. This may incur a fee.
- ✦ Referral to an external LLN expert. Additional support may occur on a fee for service basis.

6.2 Training in LLN

To support trainers in their understanding and application of LLN support in the classroom, RGIT will conduct in-house PDs to inform trainers how to deal with LLN issues and to inform trainers of the literacy and numeracy standards expected within RGIT courses.

Trainers will also have access to qualified LLN and English language specialists employed by RGIT.

6.3 Recording of LLN issues

All trainers are to ensure that they record LLN concerns, actions taken and conversations with a student on the student's LMS portal.

6.4 Information

LLN support offered by RGIT is communicated to both students and staff via:

- ✦ Student orientation sessions
- ✦ Classroom posters
- ✦ Student Handbook
- ✦ Trainer induction

6.5 Confidentiality

The confidentiality of students who require additional support services are in accordance with RGIT's Privacy Policy.