Policy

This policy and procedure supports Standards for Registered Training Organisations 2015 (the Standards) Clause 1.7, 5.4 and 6.1 to 6.6and ensures that Hats Qld Pty Ltd T/A AA Academy trainers can identify Language Literacy & Numeracy (LLN) skill levels and assist students with LLN skill needs, in order to provide them with assistance to complete their learning and assessment requirements, when attending Hats Qld Pty Ltd T/A AA Academy Courses. Connecting LLN to a student’s core VET program enables the student to address their gap LLN skills in a meaningful and relevant context.

This policy exists in conjunction with other Hats Qld Pty Ltd T/A AA Academy enrolment policies which are Pre-Enrolment Policy and Procedures, Student Enrolment Policy and Procedure and Student Support Services Policy and Procedure

Purpose

Hats Qld Pty Ltd T/A AA Academy recognizes the importance of basic skills in English language, literacy, and numeracy (LLN) for students to participate actively and effectively in any course of study. Improving basic skills will assist in breaking down barriers for students in communication with trainers, peers and in the workplace. This policy and provides a framework for integrating LLN within AA Academy and offers guidance to the institute on its implementation and monitoring. It also reflects the expectations and responsibilities of staff and its students. To achieve this, Hats Qld Pty Ltd T/A AA Academy 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.

Scope

This policy and procedure apply to all students, including potential students, enrolled or seeking to enroll in a VET course of study with Hats AA Academy.

Hats Qld Pty Ltd T/A AA Academy’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.

Hats Qld Pty Ltd T/A AA Academy 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, college 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

Hats Qld Pty Ltd T/A AA Academy promotes the LLN Policy to students at initial enquiry and before their respective course commences. Student Support Officers advise students of the availability of the support services for those with LLN problems. It is ensured that trainers and assessors 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.

Access & Equity

AA Academy does not discriminate against students with low LLN skills. Recommendation for further skill development may be made, but the final decision to proceed with enrolment lies with the students. If LLN needs can not be met, options including course changes, refund, or credit for future courses. All students information is treated as confidentially as per the academy’s Privacy Policy.

1. **Identification of student abilities and requirement for additional support**

## Needs Identification:

## To maximise student’s ability to meet course requirements, training needs are identified using LLN competencies through:

* Pre- enrolment form and application forms: These forms gather information on previous education, disabilities, and LLN abilities to determine the course's suitability for individual goals and aspirations and identify any relevant disabilities.
* LLN assessment: Conducted to confirm learning needs before training begins and ensure any minimum entry levels specified in the Training and Assessment Strategy are met.

The purpose of the pre-enrolment 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 Hats Qld Pty Ltd T/A AA Academy’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 Hats Qld Pty Ltd T/A AA Academy or via referral to external services and resources.

AA Academy endeavours to establish students’ LLN needs, prior to course commencement. AA Academy analyses these needs and provides a strategy for assistance (where required) through Additional Support Form.

Supporting Strategies:

AA Academy provides various 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
* Change of Proficiency level
* Placement in more appropriate level/course
* Conversation Learning goals
* Referral to external support services
* Provision of skill development resources

Where it is not possible to meet the students LLN needs, the academy will offer the student the opportunity to change the course as per their capabilities or provide a refund or a credit toward participating in a AA Academy course at a later date.

1. Procedure

The LLN Assessor Guide should be read in conjunction with the following:

* This policy and procedure
* Assessor’s Guide to the Australian Core Skills Framework (ACSF) -This provides guidance on marking LLNs
* Australian Core Skills Framework (ACSF)
* Guidance on the core skills included in the framework (reading, writing, learning, numeracy, oral communication).
* The AA Academy Course ACSF Profiles

There is one document for each VET qualification, laying out the performance level of each unit of competency delivered as part of the qualification.

Note – as each unit of competency is individual the lowest for the qualification is the overall minimum performance level for the qualification. Students at this ACSF level for one or more core skills may be considered suitable for the course.

Instructions for the test

All students are asked to complete the language, literacy and numeracy assessment prior to entry into a course.

Test will be conducted through LLN Robot. The student may use a calculator, but it is not required and may use additional paper so they can draft their responses elsewhere if required. Completion of the test should be supervised.

Some questions are harder than others. Students should answer all questions to the best of their ability. If they can’t answer a question, they can move to the next one.

In order to determine the student’s oral communication skills, you will need to ask the student the questions listed in the ‘Oral communication’ section. Record the details of the conversation and your observations of the student’s oral communication skills in the table provided at the end of the student’s LLN Assessment booklet.

Marking the LLN Assessment

If a student presents with the expected minimum performance level in all of the core skills but one (which is lower), and the assessor deems that the RTO has appropriate mechanisms to support the student in the development of this skill, then the learner can be accepted into the course. A support strategy will need to be put in place to support this learner during their enrolment.

Some learners will present for enrolment with core skill levels that are more than one ACSF level lower than what’s required of the overall minimum performance level in a number of the core skills. In this instance it may be appropriate to refer the learner to a preparatory foundation skills course first that could then lead to them enrolling in the course.

Additional Support Form for supporting the development of foundation core skills during the course should be put in place where the assessor identifies that a student requires support within a particular area, and the RTO is able to provide this support.

Examples of situations where an Additional Support Form should be put in place:

* If a student presented with the overall minimum performance level for the qualification in all of the core skills, except one or two.
* If a student was presented with the overall minimum performance level for the qualification in three of the core skills, a level higher in one of the core skills and level lower in an another core skill.

Examples of situations where a student should be recommended to develop their skills further prior to commencement:

* A student’s test shows that they are a level lower than the overall minimum performance level for the qualification for all of the core skills.
* A student’s test shows they are at a level of 2 or less in the majority of the core skills.

**Support plans**

For students needing additional support, an Additional Support Form is completed and shared with relevant parties (student, trainer/assessor, CEO, Student Support Officers). The CEO ensures actions are completed and reviews the plan at one, three, and five months.

1. Confidentiality

All information gathered during needs identification, training and evaluation is stored securely in the student academic file and remain confidential, in accordance with AA Academy’s Privacy Policy.