

1.0 Policy

This policy/procedure supports *RTO 2015 Standards and of the 'National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Students 2018'* and ensures that SPIC's **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 St Peters International College (SPIC) 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 SPIC enrolment policies which Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy and Procedures, Formalization of Enrolment and Written Agreement Policy & Procedures.

Purpose

SPIC 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. SPIC's LLN Policy and Procedure sets out the framework for integration of LLN within SPIC and provides guidance to the institute on its implementation and monitoring. It also reflects the expectations and responsibilities of staff and its students. To achieve this, SPIC 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 its procedure are specifically focused on LLN and apply to all students including potential students enrolled or seeking to enroll in a VET course of study with SPIC.

SPIC'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.

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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

SPIC 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

SPIC does not discriminate against students or potential students who have been identified as having low LLN skills. However, the individual will be referred to a LLN specialist trainer specialising in LLN for further assistance.

Ultimately it is the choice of the participant as to whether or not they proceed with the enrolment. In a situation where it is not possible to meet the students LLN needs, SPIC will offer the student to change the relevant course as per their capabilities or will provide the participant with a refund or a credit toward participating in an SPIC course at a later date.

All information relating to Students regarding LLN will be treated as confidential and in accordance with SPIC's Privacy Policy.

2.0 Identification of student abilities and requirement for additional support

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

The process used at SPIC 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 SPIC's course for the individual's own goals and aspirations
- the individual's grasp of English
- any relevant disabilities that need to be considered when the individual participates in the course.

Available on our website, is our LLN assessment test which is a required tool prior to enrolment in our vocational courses.

The aim of this assessment is to ensure that we confirm the learning needs of our participants prior to commencement of the training. If we can identify any participant with additional needs, we can then ensure that we modify our learning and assessment strategies to accommodate their needs and provide necessary ongoing support.

SPIC endeavours to establish students' LLN needs, prior to course commencement. SPIC analyses these needs and provides a strategy for assistance through LLN Support Form.

Where it is not possible to meet the students LLN needs, SPIC 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 an SPIC course at a later date.

3.0 Procedure

- **Student Support Officers** promote the SPIC LLN Policy to students at initial enquiry and before the course commences and of the availability of confidential support services if they have LLN problems.
- Prior to enrolment, students' LLN assessment Test is administered.
- **Qualified Trainers** assess the LLN test to identify students' LLN skill levels.
- **Qualified Trainers** provide students with opportunity to discuss and learn given their current LLN skill levels.
- Refer Students to the assigned LLN specialist Trainer specializing in LLN skills, where required by filling the LLN Support form.

- LLN specialist will contact the student within 5 working days of submitting the LLN support form and arrange a meeting to support plan.
- LLN specialist along with the intervention officer will also monitor the student's progress to ensure the improvement.
- Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, the Institute will direct participants to an external literacy specialist
- Students are requested to declare any learning disabilities/ language requirements as a part of the enrolment process. Once such requirements are identified, relevant staff are alerted to the students' requirements and remedial processes can be implemented.
- Escalate any LLN problems to the Head of Studies/ Course coordinator for final approval on strategy.
- All information relating to participants gathered during needs identification, training and evaluation will remain confidential.
- Participants will have access to any information gathered by the Institute about them as defined in the Institute's Privacy Policy and Procedure.

Access & Equity

SPIC must ensure that access to training is equal for all students. SPIC does not discriminate against students and/or prospective students whose learning needs are identified under the standards of LLN with regards to their enrolment in any current or future training courses. Where LLN levels are identified as being lower than the specified requirements for the qualification or course level, SPIC will provide advice and information on their options. All outcomes of LLN is to be recorded & filled.

However, it is important to note that this LLN test is a sole indicator of the student's LLN proficiencies and any needs identified to be addressed by the institute and does not provide assessment of the suitability of the student for their enrolled course, whether the overseas student's English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course.

Adjustments to Assessments

There are a number of ways that SPIC may make reasonable adjustments to the assessment procedure to allow for the LLN skills of students without losing the integrity component of the assessment. Any adjustments are made under guidance from the relevant Industry Skills Council.

These include:

- Reading aloud written material to students
- Allowing the use of a helper for students who cannot type the answers
- Using signs, pictures and graphics
- Allowing the use of an interpreter
- Writing material in plain English
- Asking parts of questions to be answered orally
- Asking students to demonstrate their skills

Depending on the specific types of assessment, not all above 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.

4.0 Confidentiality

All information relating to participants gathered during needs identification, training and evaluation will remain confidential.

Note - Under the Data Provision Requirements 2012, SPIC is required to collect personal information about all students and to disclose that personal information to the National Centre for Vocational Education Research (NCVER).

All personal information as contained on an enrolment form and your training activity data may be used or disclosed by SPIC for statistical, regulatory and research purposes. SPIC may disclose your personal information for these purposes to third parties, including:

- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorized agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts;
- Facilitating statistics and research relating to education, including surveys;
- Understanding how the VET market operated, for policy, workforce planning and consumer information; and Administering VET, including program administration, regulation, monitoring and evaluation.