


PROCEDURE		
<p>Ref. to Legislative Frameworks:</p> <p>SRTO2015: Standard 1.3, 1.7, 1.8, 5.1, 5.2</p> <p>National Code 2018: Standard 1.2, 2.2, 3.3 & 8.9</p>	Language, Literacy and Numeracy (VET)	
Version: 4.0	Policy Owner: Chief Executive Officer	Issued on: 15/03/2019 Review by: 15/03/2021

Revision History

Current Version	Description of Change	Procedure Writer(s)	Effective Date
3.0	English Language Support Procedure is described. Numeracy support is added.	Head of Vocational Education and Training (VET) Department, Communications Coordinator	13/11/2018
4.0	Edited for clarity	Chief Executive Officer	15/3/2019

PURPOSE

The purpose of this Language, Literacy and Numeracy (LLN) policy is to provide guidelines by which Trainers and Support staff can identify LLN skill levels and assist students with LLN skill needs, to complete their learning and assessment requirements, when attending AAPoly VET 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 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 Support staff involved in the development, delivery and review of training programs. It also applies to current and future students and is communicated to them at course enquiry, course application or course enrolment stages and at appropriate times during the students' study.

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. The LLN skills levels of new students are assessed before their course commencement. These tests are conducted and evaluated by a Subject Matter Expert, using an appropriately designed LLN Skills Indicator tool relevant to the students' enrolled courses.
2. The VET Faculty Head or Subject Matter Expert meet students identified as at risk and develop Individual Learning Plans to address the LLN learning needs.
3. The VET Faculty Head identifies and highlights students with LLN support needs to the trainers and assessors and internal support staff where appropriate.
4. Trainers and Assessors will discuss with the Course Coordinator (CC) or VET Faculty Head on ways to assist the students with LLN needs.

5. Appropriate and relevant support will be provided to the student, based on feedback from the CC/VET Faculty Head. 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.
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. Language, Literacy and Numeracy support are provided as part of the Language, Literacy and Numeracy Support Process Guide, which can be found in Appendix 1 at the end of this procedure.
8. Students, who are identified as requiring English or numeracy support, are provided with a support program and access to numeracy development resources and tools¹. A qualified lead trainer or qualified English language instructor is nominated to support the student throughout the implemented program.
9. Adjustment to assessments, with LLN considerations:
 - 9.1 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.
 - 9.2 AAPoly's entry requirements specify minimum educational standards to be met. The LLN Skills Indicator Tool is intended to assess students' levels of capabilities and to recommend actions that will facilitate improvements in some of these skills appropriate for the training and assessments of their enrolled courses.
 - 9.3 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.
 - 9.4 The LLN Skills Indicator Tool will identify the LLN skills needs of the student. Throughout the term, the academic progress of the student will be monitored. Should the student continue to demonstrate issues with LLN skills that prevent him/her from progressing satisfactorily in his/her course, the student will be invited to attend a formal course progress intervention meeting to decide appropriate actions.
10. Where it is not possible to meet the student's LLN support needs within AAPoly's existing resources, AAPoly will refer the student to one or more external professional organisations specialising in the relevant LLN skills, for further assistance.

¹ i.e. www.valbec.org.au

General Guidelines

- If the student discloses that they have a learning limitation/disability during the admission process and it was determined by the DH-M, VET Faculty Head and/or CEO that the support needed by the student could be provided, the VET Faculty Head, in liaison with the Student Counsellor or Subject Matter Expert, will develop and implement a support arrangement, and if necessary, an Individual Learning Plan for the student.
- The student's progression from course commencement will be monitored and further support arrangements that need to be put in place will be arranged.
- The VET Faculty Head and Student Counsellor or Subject Matter Expert record discussions, support arrangements and if necessary Individual Learning Plans in the Student Management System.

RESPONSIBILITIES

- VET Faculty Head:
 - Promotes the LLN policy and procedure to students before the training course commences and at appropriate points during the course to remind students of the availability of confidential support services if they have LLN concerns.
 - Identifies students' LLN skills level and facilitates the provision of appropriate support to students according to their LLN needs.
 - Approves any reasonable adjustments to assessments, in recognition of students' LLN skills level.
 - Arranges a meeting with students identified through the LLN diagnostic tool as requiring additional LLN support and develops Individual Learning Plans.
 - Refers students to internal support services or 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.
 - Considers LLN skills needs during the development of training courses and assessment tools.
 - Provides relevant staff professional development opportunities to facilitate continued awareness of and competency about LLN requirements.
 - Fosters links with internal support services and external 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. 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.

REFERENCES

Source	Document Title	Version/Date
Internal	English Language Support Framework	v1.1 01102018
	Language, Literacy and Numeracy (VET) Procedure	V3.0 12112018
	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

APPENDIX 1 - Language, Literacy and Numeracy Support Process Guide (v2 15032019)

Language, Literacy and Numeracy Support Process Guide for VET students

It is expected that all students enrolled into AAPoly's courses meet their respective English Language entry requirements. This procedure is relevant for students who require English language support or numeracy support over and above that provided within the course by the trainer/lecturer, Library, Academic skills workshops and other academic staff.

Abbreviations:

AA – Academies Australasia

AAPoly - Academies Australasia Polytechnic

AM - Academic Manager (English Language Provider - DE & AOE)

AOE – Academy of English (English Language Provider - AA)

CC - Course Coordinator (AA)

DE – Discover English (English Language Provider - AAPoly)

FH - Faculty Head (AAPoly)

LLN - Language, Literacy, and Numeracy

MM - Marketing Manager (AAPoly, AA, DE & AOE)

SME –Subject Matter Expert (English Support and/or Numeracy Support)

SSO - Student Services Officer (AAPoly & AA)

TNA – Training Needs Analysis

SSO - Systems Support Officer

a) Pre-Course Commencement Identification (See attached flowchart)

Activity	People involved	When
1. Performance in the LLN Skills Indicator Tool task indicates students may have LLN support needs	SME	At enrolment
2. SME sends FH and SSO a list of students at risk; SSO sends student communication notifying them of their performance with the LLN Skills Indicator Tool task, inviting them to attend a meeting with SME or FH.	SSO SME FH/AM	Within two (2) weeks of the assessment
3. SME sends SSO a list of students at risk due to language issues to highlight on the class attendance list	SME SSO	Within two (2) weeks of the assessment
3. The SME or FH and student develop an Individual Learning Plan (link:	SME	Within one (1) week of the email

http://192.168.78.70:81/lln.php?stdId=) (document saved in V-Drive Folder V:\1. VET Programs Master Files\VET_Language Literacy and Numeracy (LLN)\6. LLN Support Strategies\1. Individual Learning Plans (LLN)	FH Student	
4. If student fails to participate in the completion an Individual Learning Plan SME notes in paradigm	SME FH	At the time of the scheduled review
5. FH briefs trainers about highlighted students on attendance lists and the 'knowledge' assessment evidence requirements	FH	Within one (1) week of the email
6. Trainers send SME the first 'knowledge' (theory) assessment task paper	Trainers	When such assessments have been gathered
7. SME reviews the student's demonstration of English skills in the 'knowledge' assessment and, if necessary, arranges to meet the student for further language support or informs the FH of the need to proceed with External English Language Support. See Part C for the External English Language Support procedure (see below)	SME Student FH	Following review of the students' 'knowledge' assessment
7. At any stage, if the plan has not been effective, the student may be invited to work with a SME	Student SME	At any appropriate stage during the process
9. Student, SME and Faculty Head may consider engaging a qualified lead trainer to support the student with numeracy skill development or engaging external English language support. See Part C for the External English Language Support Procedure (see below)	Student SME, FH Qualified lead trainer	At any appropriate stage during the process

b) Mid Term LLN Support Procedure

Activity	People involved	When
1. Student is identified as requiring intervention based on attendance, engagement in class, assessment performance and/or lecturer feedback	Trainer/Lecturer or CC/FH	During the semester/term
2. After conducting TNA, CC/FH develops LLN Support Strategy identifying a need for specialist English language support	CC/FH	During the semester/term
3. SME is consulted and assesses the student's language needs. SME develops an Individual Student Learning Plan with the student or recommends English language support from AOE/DE	SME	Following the development of a Language, Literacy, and Numeracy (LLN) Support Strategy

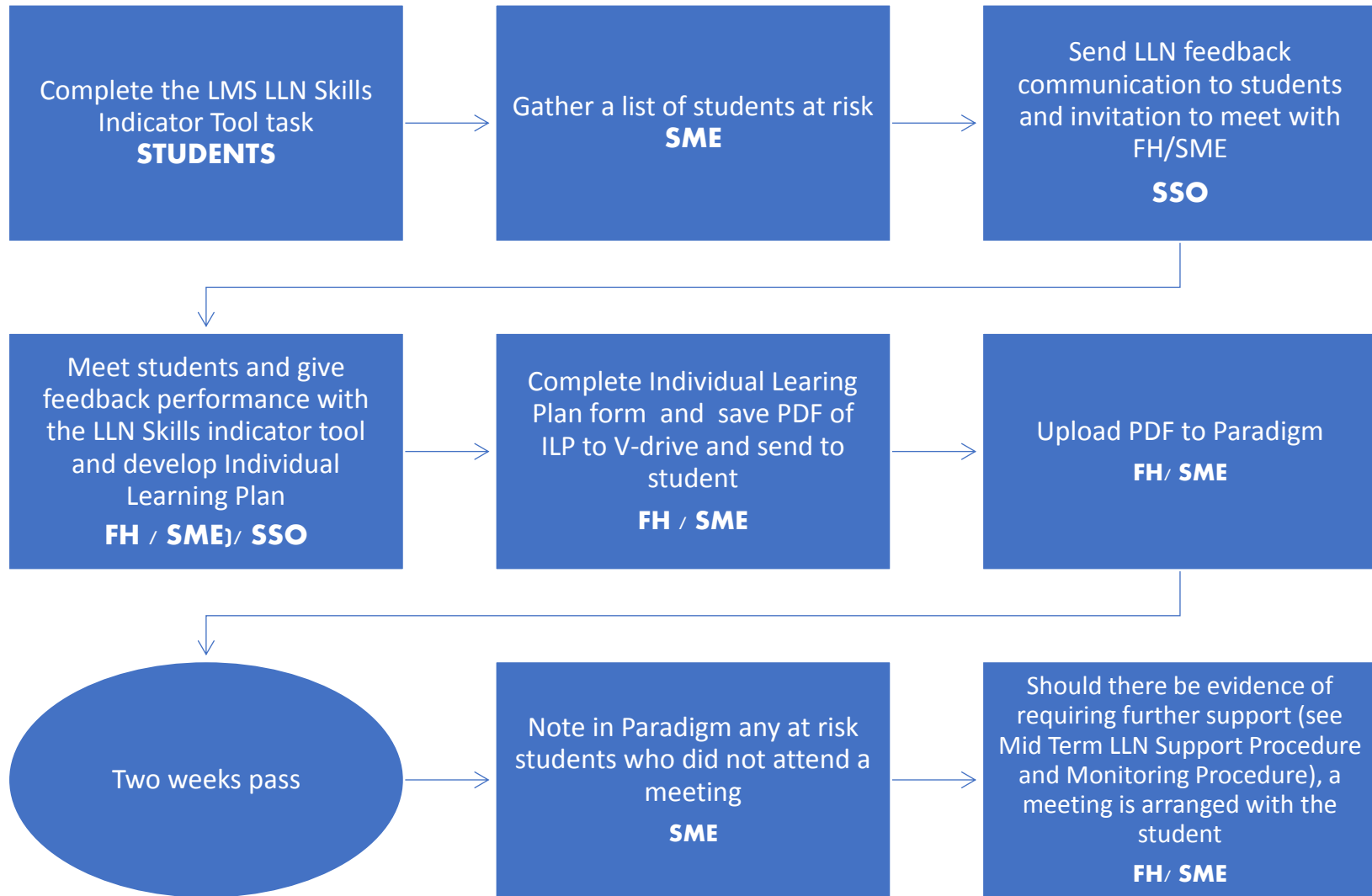
4. See below for the procedure in cases when English language support is required externally from AOE/DE	SSO Student	When the need is identified
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c) External English Language Support

1. If English language support from AOE/DE is required, SSO is notified and SSO discusses the English Placement test at AOE/DE with the student	SSO Student	When the need is identified
2. SSO contacts AOE/DE MM to organise a Placement Test (AA/AAPoly MM and AOE/DE AM Carbon Copied in on the email correspondence), and follows up with student	SSO AOE/DE MM (AOE/DE AM; AA/AAPoly MM) Student	When the need is identified
3. AOE/DE AM oversees the assessment of the student's English language proficiency and reports back on the English Language required to meet the student's learning needs	AOE/DE AM AA/AAPoly SSO/MM	Within two days of referral
4. AA/AAPoly MM seeks agreement from student to complete the recommended English classes.	AA/AAPoly MM Student	Within five days of referral
5. If student does not agree to the English support arrangement with AOE/DE a meeting is held with student, CC/FH, SSO, and SME to determine how to progress	Student CC/FH SSO SME	Within five days of referral
6. If student agrees, AOE/DE MM creates Offer Letter for student. AA/AAPoly MM oversees the paper work with student	AOE/DE MM AA/AAPoly MM Student	Within five days of referral
7. AA/AAPoly SSO organise and update AA/AAPoly Study Plan accordingly	AA/AAPoly SSO	Within five days of referral
8. SSO contacts AOE/DE requesting mid-term update, specifically two questions: Is the student progressing according to the English Study Plan? What is the student's attendance percentage (to gauge student's participation in the English Language support arrangement)?	AOE/DE AM SSO	Midway through the English Study Plan
9. If student is progressing and attending, student will continue as planned [progress to step 15]	Student	During semester

10. If student is progressing but not attending, SSO will prompt AOE/DE to warn the student of the impact this could have on their English Language support arrangement Study Plan	SSO AOE/DE AM Student	During semester
11. If student is not progressing but attending, SSO will prompt AOE/DE to implement an intervention strategy	SSO AOE/DE AM Student	During semester
12. If student is not progressing and not attending, SSO will prompt AOE/DE to implement an intervention strategy including an attendance contract	SSO AOE/DE AM Student	During semester
13. At completion of English Language support Study Plan AOE/DE confirms student's successful completion [progress to step 18], or makes recommendations for further support specifying the number of weeks.	AOE/DE AM AA/AAPoly MM	At the end of (initial) support arrangement
14. If the extended support length is under 10 weeks, the student is consulted by AOE/DE, and upon agreement, the student's English Study Plan and AA/AAPoly Study Plan is adjusted by the relevant MM/SSO.	Student Relevant MM/SSO (AOE/DE & AA/AAPoly)	At the end of initial support arrangement
15. If the extended support is over 10 weeks or if the student does not agree to an English support extension, a meeting is held between AA/AAPoly MM, SSO,CC/FH to determine whether the student should be considered as failing to meet course progress requirements, requiring Notice of Intention to Report.	AA/AAPoly MM SSO CC/FH Student	At the end of initial support arrangement
16. At the conclusion of the agreed support arrangement, SME reassesses student's English to determine if intervention has been effective and whether any further intervention is necessary	SME CC/FH Student	Upon successful completion of the English language support intervention
17. Student resumes studies with AA/AAPoly	Student	Upon successful completion of the English language support and requiring no further intervention

Intervention Process for Students Identified at Risk due to Performance Evidenced in the LLN Skills Indicator Tool



Procedure for Monitoring Students 'at risk'

STEP 1

- a) Learners complete the LMS quiz and the Language Literacy Numeracy (LLN) Skills Indicator Tool provides information on students' LLN skills.
- b) Subject Matter Expert reviews the students' results and identifies students at risk.
- c) Subject Matter Expert makes a list of 'at risk' students due to LLN issues.

STEP 2

- a) Subject Matter Expert sends an email to Student Support Officer with the list of 'at risk' students
- b) Student Support Officer highlights these students on the class attendance sheets
- c) Faculty briefs trainers highlighting the Students at Risk and the reporting and evidence requirements

STEP 3

- a) Trainers send Subject Matter Expert the first 'knowledge' (theory) assessment task paper
- b) Subject Matter Expert Reviews the English language demonstrated in the assessment and, if there is a need, arranges to meet the student (either in person or by email) for further language support or informs the FH of the need to proceed with External English Language Support