



BADT POL-01 ENGLISH PROFICIENCY POLICY

PURPOSE

This policy outlines the process by which Vocational Education and Training (VET) students and staff of the RTO may have language, literacy and numeracy issues effectively addressed.

Definitions

“RTO” – The RTO – (BADT) Busselton Advanced Driver Training.

For the purpose of this policy, any reference to ‘RTO’ or ‘the RTO’ should be considered a reference to this respective trading name- Busselton Advanced Driver Training.

“Student” is an individual person who is formally enrolled to study at the RTO. The individual person is that who appears on the RTO’s documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.

ESL - English as a Second Language

SCOPE

Applies to:

- ☐ All VET Students
- ☐ All VET Trainer/Assessors (including contractors)
- ☐ Admin Staff

POLICY

All courses at the RTO are delivered in the English language. It is essential that a student has language, literacy and numeracy (LLN) skills sufficient to successfully complete assessments at the Vocational Education and Training (VET) level as reflected in the Australian Qualifications Framework (AQF) and as detailed in the relevant Training Package.

It is also essential that the trainers/assessors have the LLN skills sufficient to communicate course content to students in a manner that is clearly understandable. The RTO provides clear information to each prospective student and staff member on enrolment about language, literacy and numeracy requirements including the provision of assessments that are recommended if students self-identify as having difficulties.

Student language, literacy and numeracy skills are not assumed upon admission and students who identify as having a language, literacy or numeracy concern may be asked to attend an appraisal session with an external organisation.

English Proficiency Requirements and Support

Students

Students who identify with English as a Second Language (ESL) or who experience difficulty with the English language during their course admission process or training, should notify their Trainer/Assessor of their difficulties prior to or during training. The Admin or Training Officer may be able to refer the student to find an external program (at their cost) to assist the student with English difficulties so to be able to participate in RTO course requirements.

VET applicants who identify with ESL must have an academic IELTS score of 5.0 or 6.0 (or equivalent for other tests) depending on the course. These levels have been set to ensure the student will have the ability to successfully engage in their training and in the chosen vocation at completion of their training. The RTO reserves the right to determine IELTS scores required for specific courses as per industry recommendations.

At the discretion of the RTO, prospective students who demonstrate difficulty with the English language during their course admission process may be required to undertake an assessment of English language at their own cost and achieve a result at least equivalent to:

Certificate II and Certificate III

- ☐ IELTS 5.0
- ☐ Cambridge English: First (FCE 154-161)
- ☐ Pearson (PTE) Academic Score of 40 (overall score)
- ☐ Paper based (PBT) TOEFL (Test of English as a Foreign Language) score of 500
- ☐ Internet based (iBT) TOEFL score of 61.

Certificate IV, Diploma & Advanced Diploma Qualification:

- ☐ IELTS 6.0 (overall score)
- ☐ Cambridge English: First (FCE 169-175)
- ☐ Pearson (PTE) Academic Score of 52 (overall score)
- ☐ Paper based (PBT) TOEFL (Test of English as a Foreign Language) score of 537
- ☐ Internet based (iBT) TOEFL score of 79.

English test results must be no more than two (2) years old. After provision of scores above, if it is identified that a students' English language skills are not proficient, the student may be required to undertake a further test at the students' cost.

Staff

VET trainers/assessors who identify with ESL must have an academic IELTS score of 7.5. This level has been set to ensure the staff member will have the ability to successfully impart knowledge to students at the appropriate level through all forms of communication. At the discretion of the RTO, prospective trainers/assessors who demonstrate difficulty with English language may be required to undertake an assessment of English language at their own expense and achieve a result at least equivalent to: IELTS 7.5 (overall score)

- ☐ Cambridge English: Advanced (CAE) score of 191-199
- ☐ Pearson (PTE) Academic score of 72 (overall score)
- ☐ Paper based (pbt) TOEFL (Test of English as a Foreign Language) score of 625
- ☐ Internet based (ibt) TOEFL score of 105.

English test results must be no more than two (2) years old. After provision of scores above, if it is identified that a prospective employees English language skills are not proficient, the RTO reserves the right not to engage that person.

It is a condition of employment at the RTO for a VET assessor to hold a current Certificate IV in Training and Assessment which includes the competency *Address Adult Language, Literacy and Numeracy Skills*

Support Options

It is important to note that assistance with English language is available to all VET students including those for which English is the first language.

A number of differing support options for students can be implemented and may include the following:

- ☐ Pairing the student with a study mentor or buddy that demonstrates well developed English language skills
- ☐ Additional self-study review
- ☐ One-on-one tutoring.

If a tutor or buddy with the necessary expertise or resources to provide assistance is unavailable then it is appropriate to refer students to local language support services. In special circumstances it may become appropriate to use the services of an external specialist to develop a specific language program such as AMES. Information on AMES is available at: <http://www.ames.net.au>

Students are expected to cover any costs involved in order to access extra English language support.

The RTO acknowledges its responsibility to support VET students with LLN difficulties within the scale and scope of its operations. Consequently our trainer/assessors and supervisors are urged to use direct or indirect strategies to assist students experiencing difficulties and register the student as 'At Risk' (SAR) with the Training staff for appropriate follow up and assistance where required. All of the RTO's VET trainers have the requisite knowledge to address LLN skills as required by the Certificate IV in Training and Assessment qualification

Complex Terminology

Where it is a requirement of competencies students may require specific language and terminology. RTO trainers/assessors are required to implement appropriate strategies where applicable. Where lack of expertise risks a successful outcome for the student the matter should be referred to the Assessor via the Student At Risk (SAR) process for intervention strategies and referral.

LLN Assessment

Whilst preferable, LLN testing for students is not mandatory under the Australian Qualifications Framework (AQF), however provision is to be made for assessments where it is requested and appropriate. The RTO reserves the right to determine how and to whom the assessment is provided.

The following points should be noted:

- ☐ Experienced and qualified trainers/assessors understand which content and curriculum may prove difficult or challenging and what specific skills are required.
- ☐ Trainers/assessors are expected to identify Students At Risk (SAR) and know when to refer for appropriate follow through and intervention.
- ☐ Students may indicate or self-disclose their LLN requirements and be referred to the Access and Equity Program if English is a Second Language (ESL).
- ☐ Students may ask for additional support during their course. Assessment of LLN competencies can also be conducted as part of a formal assessment against a training package competency. Where possible, the trainer/assessor must observe the assessment requirements of the training package.

On Commencement of Training

On commencement the trainer will provide the students with information about the training/teaching and learning environment and seek to gain an insight into the learning styles and language preferences of the applicant. The RTO uses this information to make informed choices about a prospective VET students' capacity to meet the course requirements and to ascertain if additional support is required. The Trainer will discuss the prospective student's LLN capabilities and may recommend an external assessment occur before continuation. Any persons who have concerns are encouraged to discuss these as soon as possible with their training/assessor.

Further Resources:

The Reading Writing Hotline

The Reading Writing Hotline (the Hotline) provides a national service for adults seeking English language, literacy and numeracy (LLN) information, advice and support.

The Hotline provides information on:

- ☐ adult reading, writing and numeracy classes held locally across Australia or via correspondence
- ☐ becoming a literacy volunteer
- ☐ adult LLN teaching and learning resources
- ☐ Commonwealth-funded programs for Centrelink clients
- ☐ Commonwealth-funded English as an additional language programs for migrants
- ☐ literacy and numeracy in the workplace for employers.

Further information is available at the Reading Writing Hotline website
<https://www.readingwritinghotline.edu.au> or phone 1300 655 506

Western Australia

TAFE International Western Australia
Building B, Level 2/140 Royal St
East Perth, Western Australia, 6004
(08) 9281 2100
www.tafeinternational.wa.edu.au

VERSION	DATE	CREATED/AMENDED BY	COMMENTS/AMENDMENTS	RESPONSIBLE PERSON
V0	19/9/17	Consultant	Policy created	RTO Mgr
V1	19/6/18	RTO Mgr	Amended some formats	RTO Mgr
V2	21/2/20	Internal Review Team	Changes made refer to IR-19013	RTO Mgr
V3	28/05/21	Internal Review Team	Logo and hyperlinks updated	RTO Mgr
V4	13/05/24	RTO Admin	Updated website, small corrections	RTO Mgr