



BADT POL-07

Language, Literacy and Numeracy Policy

PURPOSE

This policy outlines the RTO's practice to identify and assist Vocational Education and Training (VET) students that have language, literacy and numeracy issues.

DEFINITIONS:

"RTO" – 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.

"LANGUAGE, LITERACY AND NUMERACY" refers to five core skills; learning, reading, writing, oral communication and numeracy.

"ACSF" The Australian Core Skills Framework

"FSAT" Foundation Skills Assessment Tool

SCOPE

- The BADT business
- All VET Students
- All Staff

POLICY

The five core skills have been identified by the Australian Core Skills Framework (ACSF) as the essential skills for individuals to hold to participate effectively in society including the workplace and education sector.

As stated it is essential that VET students have the language, literacy, and numeracy (LLN) skills sufficient to successfully participate in training and assessment in the Vocational Education and Training (VET) sector. It is also essential that students have sufficient LLN skills at the completion of their training and assessment to work successfully in the chosen vocation.

VET staff need to be aware of the LLN skills of a student; the LLN requirements of a Training Package; and the industry's expectation of LLN skills of its workforce in order to develop appropriate delivery and assessment materials.

Therefore, as a responsible Registered Training Organisation (RTO) the RTO needs to identify student's LLN levels; provide information to students about their LLN levels and inform student how their levels compare to the LLN levels required by a Training Package/ Qualification.

Language, Literacy & Numeracy Levels

LLN levels are reference numbers given to a student's performance and/or a Training Package in each of the 5 core skills; learning, reading, writing, oral communication and numeracy. These levels have been developed by the ACSF. The reference numbers describe the degree of LLN skills performed by a student or what the student needs to demonstrate as per a Training Package's requirements. The reference numbers range from 1 (lowest performance level) to 5 (highest performance level) and only reflect skills at that point of time.

Each level describes the amount of support used by the person to complete the task; how familiar they are with a task; how difficult text is within the task; and how complex the task is itself.

The RTO will adopt the ASCF levels in its practices to ensure the RTO is in alignment with nationally recognised LLN matters.

The following table describes the LLN levels from ASCF the RTO will adopt.

		ACSF Performance Variables Grid			
		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
FIVE LEVELS OF PERFORMANCE	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

Language, Literacy & Numeracy Assessment

LLN assessment will be implemented by the RTO on Training Packages/Qualifications and students.

Assessment of Training Packages/Qualifications will identify the learning, reading, writing, oral communication and numeracy skills required by the VET sector for successful study and the relevant industry requirements. The levels identified in the Training Package will be used by the RTO to develop suitable training and assessment materials. It will also be used as one of the RTO's benchmarks to identify students at risk.

Student may need to undergo assessment to determine a student's performance levels in learning, reading,

writing, oral communication and numeracy to ensure they have the best possibility of achieving their training outcomes. Student assessment will have generic based content so that it can be used across all VET pillars without disadvantaging any student. To ensure accuracy the assessment tools will be based on assessment tools created by FSAT.

The online assessment will be used as a tool so students can assist with self-identify their language, literacy and numeracy skills strengths and weakness and compare their results with the Training Package LLN requirement established by the RTO. Self-evaluation aims to increase student engagement and ownership of their learning.

ACER:Core skills profile for adults: <https://www.acer.org/au/cspa>

<https://www.thatquiz.org/tq-1/math/arithmetic/>

<https://www.thatquiz.org/tq-D-z0/vocabulary/English/>

<https://www.apprenticeships.gov.au/apprentices/how-to-find-and-prepare-for-an-apprenticeship/check-your-literacy-and-numeracy-skills/Automotive>

<https://www.esl-languages.com/en/online-language-tests/english-test>

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The student may apply for funding from the Workplace English Language and Literacy (WELL) program through the Department of Industry.

The RTO will, for those students not meeting the LLN levels of their enrolled qualification, identify them as 'at risk'. At risk students are those that are at jeopardy of not successfully completing the qualification in the predicted timeframes. (See Students at Risk Policy for further information). The RTO will not exclude at risk students from the course but offer support (at the students cost) so the student can achieve their highest educational potential at the RTO.

Students will not be charged a fee to sit the assessment. It should be noted that assessment of LLN can also be conducted as a formal assessment against a training package competency as a part of qualification assessment (if relevant) and if determined necessary by the RTO.

If a student is undertaking LLN assessment to meet entry requirements, the following levels must be met (dependent on course of study):

Certificate III

- Achievement of competency in Level 2 score and working at Level 3 within the Australian Core SkillsFramework assessment in Literacy and Numeracy.

Certificate IV

- Achievement of competency in Level 3 score and working at Level 4 within the Australian Core SkillsFramework assessments in Literacy and Numeracy.

Language, Literacy & Numeracy Strategies

The RTO acknowledges its responsibility to support students identified at risk within the scale and scope of its operations. The LLN strategy to provide this support is to recommend individual and/or a group to assistance to improve the language, literacy and numeracy skills.

The following strategies may be implemented by the RTO based on the individual needs of the student at their cost:

- Provision of concurrent assistance.
- Planning teaching.
- Provision of study buddy, mentor, coach.
- Modifying learning materials where appropriate that do not compromise the integrity of the assessment.
- Referral to external agencies for literacy and numeracy courses
- Providing flexibility in learning and assessments delivery modes, scheduling and access to support services.
- Access to 'Study Skills' workshop
- One-on-one tutoring if appropriate.

Recommended External Agencies and Resources

The RTO may also support the student by recommending external agencies and resources that may assist the student (at their cost) such as:

The Reading Writing Hotline

The Reading Writing Hotline (the Hotline) provides a national service for adults seeking English language, literacy and numeracy 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 (<http://www.literacyline.edu.au/>) or phone 1300 655 506.

Commonwealth

The Australian government provides a wide variety of assistance programs to adults in literacy and numeracy which may include:

- Free English lessons.
- Programs to improve basic speaking, reading, writing and math skills. Practitioner scholarships.

Further information is available at their website

(<http://australia.gov.au/topics/education-and-training/literacy-and-numeracy>)

The Australian Federation of SPELD Associations

The Australian Federation of SPELD Associations (AUSPELD) provides support to people with specific learning disabilities, such as dyslexia, and those who care for, teach and work with them. They assist people through the dissemination of information, advocacy, research and support.

Further information is available at the AUSPELD website (<http://auspeld.org.au/>) or phone (08) 92172500

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The RTO may also support the student by recommending external agencies and resources to assist staff with

LLN issues, such as:

- The Australian Core Skills Framework (ACSF)
- Australian Government Department of Industry
- Department of Education, Training and Employment

Complex Terminology

Where it is a requirement of a unit of competency; qualification; and/or industry that learning outcomes, required skills and/or knowledge may require specific language and terminology the RTO may implement appropriate strategies such as a 'Transport Terminology' workshops on English as a Second Language (ESL) at the learners cost.

The RTO recognises that LLN and ESL are not identical however they can intertwine and English as a Second Language should be considered in LLN matters. The RTO's English Proficiency Policy - VET should therefore be consulted in conjunction with identified LLN issues.

VERSION	DATE	CREATED/AMENDED BY	COMMENTS/AMENDMENTS	RESPONSIBLE PERSON
V0	19-9-17	Consultant	Policy created	RTO Manager
V0	23-8-18	BADT Admin	No Change	RTO Manager
V0	12-12-19	BADT Admin	No changes required	RTO Manager
V1	21-02-20	Internal Review Team	Changes made refer to IR-190163	RTO Manager
V2	28-05-21	Internal Review Team	Logo Change	RTO Manager
V3	08-05-24	RTO Admin	Include websites, check links	RTO Manager