Language, Literacy and Numeracy (LLN) Policy

Date Approved:	15 December 2022
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Policy Category:	Academic
Policy Owner:	National Training Manager

1. Context, Purpose & Key Principles

SEDA Group Pty Ltd ("SEDA") has been established for the purpose of providing education for young people, consistent with the educational philosophy of the owners who established the company. That philosophy is founded on a belief that an applied and experiential teaching pedagogy is an effective means for students to be engaged in their education and to learn, and this philosophy is reflected in the strategies of SEDA, and the education programs it has developed.

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

2. Scope

- a. All VET students
- b. All VET staff
- b. All Admissions and Student related support and service roles.

3. Policy Statement

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

SEDA provides clear information to each prospective student 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 are asked to complete an appraisal session utilising a VET approved LLN tool or equivalent in their pre-training review based on the Australian Core Skills Framework (ACSF) as essential skills for individuals to hold to participate effectively in the workplace and education sector.

4. LLN Assessment

Whilst LLN testing is not mandatory under the Australian Qualifications Framework (AQF) it is a requirement of the student entry procedure for a Registered Training Organisation (RTO) to offer VET Student Loans (VSL). As part of the entry procedure **all Diploma students** must:

- Provide an Australian Senior Secondary Certificate of Education (Year 12 certificate) or;
- Display competence at or above exit level 3 in the Australian Core Skills Framework in both reading and numeracy or;
- Provide a certificate of a qualification at Level 4 or above in the Australian Qualifications Framework.

5. LLN Requirements & Support

Students

As SEDA is committed to successful student outcomes, all VET students are required to demonstrate academic suitability for their chosen course through the provision of a range of evidence prior to enrolment. This includes demonstration of an appropriate language, literacy, and numeracy (LLN) skill level for their course, as outlined within the *Admissions Policy.*

Students are required to demonstrate appropriate LLN skills for their course as part of their pre-training assessment to undertake a LLN assessment prior to commencing study. If the student achieves a satisfactory LLN result from the testing process, then the student will have passed this entry requirement. It is important to note that other entry requirements still need to be met for the student to continue to enrolment within a course of study. *Refer to the **Admissions Policy.***

SEDA uses LLN ROBOT to identify LLN skill levels as deemed to be appropriate for the successful completion of SEDA qualifications. This system compares learner results and analyses them against the Australian Core Skills Framework (ASCF) level of the course the student would like to enrol within.

Students need to achieve a result at least equivalent to:

Certificate II – ACSF level 2

Certificate III - ACSF level 3

Certificate IV – ACSF level 4

Diploma qualification – ACSF level 4

Commencing students can be <u>one</u> level lower in literacy and/or numeracy for enrolment within their course but are expected to reach the appropriate level throughout their course of study with support.

These levels have been set to ensure the student will have the ability to successfully engage in study in their selected field at the relevant AQF level.

If a student is deemed to be more than one level below the outlined literacy and/or numeracy level for their proposed course of study, eligibility for entry to this program will need to be considered on a case-by-case basis. Within this, consideration will be given as to what additional support mechanisms and measures may need to be put in place to determine if with this the student may still have an opportunity to be successful in their chosen course of study. Following this individual review, it will be determined whether the student's approval for entry into this course of study is approved or declined.

Support Options

Assistance with LLN is available to all SEDA 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:

- Development of an Individualized Learning Plan (ILP) and/or Training Access Plan (VDSS NT eligible individuals only) for individuals identified as having a disability to ensure Student Support throughout the course.
  *Refer to SEDA's **Access and Equity Policy.***
- Planning teaching and training
- Providing the student with additional Trainer support in the areas of LLN.
- Provision of one-on-one tutoring
- Additional self-study review
- Provision of additional testing to identify LLN strengths and weaknesses.
- Access to study support via 'Study Skills' workshops
- Access to the **Student Experience Program** for targeted interventions.
- LLN programs (enabling courses) or referrals to additional programs
- Learning resource centers
- Modifying learning materials where appropriate that do not compromise the integrity of the assessment.
- Trainers employ a number of teaching and learning strategies including the use of verbal explanations, diagrams/charts, group presentations, demonstrations, incorporation of workplace materials, modelling and activities to assist with differing learning styles and requirements.
- Providing flexibility in learning and assessment delivery modes
- Any other services that the RTO considers necessary to support learners to achieve competency.

Where lack of skills risks a successful outcome for the student the matter should be referred to the National Manager – Student Support as part of the ***Students at Risk Policy.***

Version	Date	Effective	Owner	Summary of Change(s)

Number	Approved	Date		
1.0	04/10/19	04/10/19	GM	LLN development in alignment with standards
2.0	15/12/22	15/12/22	NTM	Split out from Handbook, incorporation of ACSF levels for each qualification.