



Language Literacy and Numeracy (LLN) Policy

Policy Statement

Rosehill College is committed to providing a high quality education and training service for all students. The term 'language, literacy and numeracy' refers to five core skills; learning, reading, writing, oral communication and numeracy. Development of language, literacy and numeracy (LLN) in students is an important component of education at Rosehill College's commitment to students and satisfies the ASQA requirements. Rosehill College is committed to supporting the LLN needs of students with a range of support mechanisms, and to assisting students to identify any LLN support needs they may have prior to enrolment. 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

Purpose

The Rosehill LLN Policy and Procedure sets out the framework for integration of LLN within Rosehill and provides guidance to Rosehill on its implementation and monitoring. It also reflects the expectations and responsibilities of staff and its students.

Scope

This policy and its procedure are specifically focussed on LLN and apply to all students including potential students enrolled or seeking to enrol in a VET course of study with Rosehill.

Definitions

ASQA: Australian Skills Quality Authority

VQF: The VET Quality Framework consists of:

- The standards of NVR Registered Training Organisations.
- The Fit and Proper Person requirements
- The Financial Viability Risk Assessment requirements
- The Data provision requirements
- The AQF

Language: In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. In using language, we generally use a combination of communication forms such as speaking, listening, reading, writing and visual communication.

Literacy: Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening, and critical thinking with reading and writing. Literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Numeracy: Numeracy involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form. Depending on the context this can include basic number skills, spatial and graphical concepts, the use of



measurement and problem solving. Numeracy may also involve literacy, for example when extracting mathematical information from written text.

Guidelines

Rosehill College 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. To achieve this, college 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 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.

Procedure

1. The academic management staff are responsible for acting upon information obtained in the Enrolment Form where LLN and other individual needs are identified. Where individual needs are identified, action can be taken during the delivery of the training program and the assessment process to assist the participant by way of:
 - Discussion between participant and academic management team member to identify participants' particular needs
 - Reasonable adjustment of the training program delivery and assessment methods to suit these needs.
 - One-on-one support provided during the training program, delivery and progress monitored by the academic management staff to promote successful learning outcomes.
2. Identification of training needs is to be based on the English language literacy and numeracy competencies, which are needed to participate effectively in the College's training programs. The College will endeavour to obtain LLN information before commencement of the course/unit although the participant's individual needs may not be identified until after the course /unit has commenced
3. The College endeavours to equip the participant to write sufficiently to undertake the tasks of the profession. The Principal Academic Manager will consult with the Compliance Officer to analyse necessary requirements to meet the participant's individual needs. Where these needs cannot be met, a refund will be given to the participants.
4. 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 College will direct participants to an external literacy specialist
5. 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.
6. The College assesses the student's English language skills in an initial assessment session prior to commencement of each term. These results are collated and 'at



risk' students are identified. Students with insufficient English proficiency are required to undertake additional English studies;

7. Students are offered specific assistance in the form of study skills and tutorial sessions. These are incorporated into the academic program over each semester. These sessions may have a particular emphasis on essay and report writing, writing skills, referencing and plagiarism. As a follow up, individual tuition is provided on a one-to-one basis geared to the needs of each student. This may include assistance with oral presentations, editing of assignments and preparation techniques for exams. This support is provided during option classes at the School of English which provides language support for the students. At risk students are also encouraged to attend Writers' Workshop lessons.
8. All students and relevant College staff are informed of this policy and procedure. Copies of this policy and procedure are in the policy and procedures manual and published on the College website.
9. All information relating to participants gathered during needs identification, training and evaluation will remain confidential.
10. Participants will have access to any information gathered by the College about them as defined in the College's Privacy Policy and Procedure.

Responsibilities

Marketing Manager

- advise potential students of the entry requirement to complete the mandatory Diploma Entry Test
- giving general advice to potential students in terms of LLN support available at the College
- flagging any disclosures in relation to LLN needs in the enrolment form and/or failure to achieve the ACSF levels of the course in records kept in the student record management system and with SCs for follow-up
- Ensuring records of calls, enrolment forms, academic certificates and LLN initial test results are stored in the student management system.

Director of Studies

- organise for additional post enrolment diagnostic assessment
- ensure development of Individual Learning Plan (ILP) where LLN difficulties have been identified
- communication with Trainers in relation to LLN support needs of students
- ensuring that LLN support is promoted to students within the course
- reporting on LLN data as part of the annual course review process

Trainer responsibilities

- Integrating LLN learning activities and assessment into their subjects
- Communicating with DOS where students are demonstrating LLN difficulties via assessments

Chief Executive Office (CEO) responsibilities



- ensuring that LLN development forms part of College Training and Assessment Strategies
- ensuring that LLN development is reported on as part of annual course review
- ensuring that training of staff is resourced and conducted.