CHAMBERS
SCHOOL OF BUSINESS

Language, Literacy and Numeracy (LLN)

Policy and Procedures

Document ID	Language, Literacy and Numeracy (LLN) Policy and Procedures
Related Documents	- Privacy and Data Protection Policy and Procedures; - Student Complaints and Appeals Policy and Procedures; - Student Selection and Enrolment Policy and Procedures; - Access and Equity Policy and Procedures; - Disability and Special Needs Policy and Procedures; - Course Progress and Intervention Policy and Procedures; - International Student Fees and Refund Policy and Procedures; - Academic Systems Integrity Framework;
Date	20 January 2020
Date of Next Review	This Policy will be reviewed in accordance with the Policy Review Schedule of Richmond School of Business
Approved by	Principal
Version	1.2
References and Legislation	- Education Services for Overseas Students Act 2000 (Cth); - Education Services for Overseas Students Regulations 2001; - National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018. - Standards for Registered Training Organisations (RTOs) 2015

CONTENTS

1   Purpose

The purpose of Language, Literacy and Numeracy (LLN) Policy and Procedure ('the Policy') is to ensure that courses developed and delivered by Richmond School of Business ('RSB or the School') are in accordance with the language, literacy and numeracy requirement of the units of competency that form part of those courses.

This Policy is designed to identify and adequately support the LLN needs of students throughout their learning journey at RSB.

2   Scope

2.1   This Policy applies to all staff, students, including potential students and enrolled students, in a Vocational Education and Training (VET) course of study with the School.

3   Policy Statement

3.1   RSB aims to provide a positive and rewarding learning experience to all students. This Policy is designed to ensure that students with LLN needs are identified in a timely manner and are provided with adequate LLN support.

3.2   RSB has pre- and post-enrolment procedures to determine whether a student's LLN level meets the course requirements of their desired course. Those procedures are aimed to help prospective students make informed decisions about selection of courses.

4   General Principles

4.1   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 Australian Core Skills Framework (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.

4.2   RSB maintains the ACSF levels in its practices to ensure the School is in alignment with nationally recognised LLN matters. LLN assessment is designed to identify the learning, reading, writing, oral communication and numeracy skills required by the VET sector for successful completion of VET courses at RSB.

4.3   RSB conducted pre-enrolment assessment of LLN skills for all students as a formal entry requirement.

4.4   RSB is committed to identify and support student's LLN needs.

4.5   RSB is committed to be compliant with regulatory and industry requirements in relation to LLN support for its courses.

4.6   RSB enrolment processes include opportunities for students to disclose in a confidential manner LLN difficulties, Learning Disabilities and/or need for support.

4.7   RSB committed to provide post-enrolment LLN diagnostic assessment to students where identified concerns exist as part of support services.

4.8   In the event that a Trainer & Assessor identifies students with LLN difficulties, they will collaborate with the Academic Manager to implement appropriate strategies to assist them with their learning. For example, course materials and assessment tools may develop by qualified Trainers and Assessors if required.

5   Procedures

RSB procedure to deal with LLN assessment and support is as below:

a) Individual Learner LLN Support Needs Diagnosis Process:
   I.   Pre-enrolment process:
   - All the potential VET students must complete the LLN test before they commence their study at RSB;
   - RSB designed the LLN assessment in accordance with the ACSF standard with a set of questions evenly focused on Language, Literacy and Numeracy;
   - Students must achieve 50% of the score to be successfully commenced their course at RSB;
   - Students have more than one opportunity to do the LLN assessment in order to achieve 50% score.

   II. Post-enrolment process:
   - RSB committed to provide necessary and adequate LLN support to all student throughout their education journey at RSB;
   - RSB Trainers & Assessors are committed to provide additional training session based on individual student's needs to improve LLN skills;
   - To support Trainers & Assessors in their understanding and application of LLN support in the classroom, RSB will conduct in-house Professional Development to inform Trainers & Assessors how to deal with LLN issues and to inform Trainers & Assessors of the language, literacy and numeracy standards expected within the School's courses.

6   Reasonable Adjustment

6.1   RSB committed to make reasonable adjustments to the assessment procedure to allow for the LLN needs of students without compromising the integrity component of the assessment. For example, people with physical disability, hearing problem etc.

6.2   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.

7   Roles and Responsibilities

7.1   Student responsibilities

The student is responsible for:

a) Disclosing any information that needs to be disclosed about LLN needs as part of the enrolment process.
b) Completing the pre-enrolment LLN assessment.
c) Completing any additional post-enrolment diagnostic assessment and where gaps in LLN skill level are identified, engaging with the LLN support services provided by the School.

7.2   Student Support Manager responsibilities

The Student Support Manager is responsible for:

a) Advising potential students of the entry requirement to complete the mandatory pre-enrolment LLN test;
b) Giving general advice to potential students in terms of LLN support available at the School.
c) 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 to the Academic Manager for follow-up.
d) Ensuring records of calls, enrolment forms, academic certificates and LLN test results are stored in the student management system.

7.3 Academic Manager responsibilities

The Academic Manager is responsible for:

a) Analysis of pre-enrolment LLN information (Pre-enrolment LLN test, enrolment form disclosures, Oral / Communication skills evaluation).
b) Organising additional post enrolment diagnostic assessment if required.
c) Ensuring development of Individual Learning Plan (ILP) where LLN difficulties have been identified.
d) Communication with Trainers & Assessors in relation to LLN support needs of students.
e) Storing and reviewing ILP progress.
f) Developing ILP for students with declared difficulties (for students with a disability this may include reasonable adjustment to assessments or educational delivery).
g) Ensuring that LLN support is promoted to students within the course.
h) Reporting on LLN data as part of the annual course review process.

7.4 Trainer & Assessor Responsibilities

Trainers & Assessors are responsible for:

a) Integrating LLN learning activities and assessment into their delivery and assessment.
b) Communicating with the Academic Manager where students are demonstrating LLN difficulties via assessments.

8   Recommended External Agencies and Resources

8.1 RSB may also support the student by recommending external agencies and resources that may assist the student, such as:

a) 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:

   I. Adult reading, writing and numeracy classes held locally across Australia or via correspondence.
  II. Becoming a literacy volunteer.
 III. Adult LLN teaching and learning resources.
 IV. Commonwealth-funded programs for Centrelink clients.

V. Commonwealth-funded English as an additional language programs for migrants.
VI. 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 6 555 06.

b) Commonwealth

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

I. Free English lessons.
II. Programs to improve basic speaking, reading, writing and mathematics skills.
III. Practitioner scholarships.

Further information is available at their website:

http://australia.gov.au/topics/education-and-training/literacy-and-numeracy

c) The Australian Federation of SPELD Association

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

d) RSB may also support the student by recommending external agencies and resources to assist staff with LLN issues, such as:

I. The Australian Core Skills Framework (ACSF)

Australian Government

Department of Industry

The Australian core Skills Framework (ACSF)

II. Department of Education, Training and Employment

Queensland Government

What's happening with language, literacy and numeracy in vocational education and training (VET)?

III. Department of Education and Training

Queensland Government

The Crux of the Matter: Language, Literacy and Numeracy and Vocational Education and Training

9 Access and Equity

9.1 RSB does not discriminate against students or potential students who have been identified as having low LLN skills.

9.2 In a situation where the School has advised against proceeding until LLN skills reach an appropriate level, the School will not be obliged to offer the student a refund or a credit toward participating in a training course at a later date.

10 Confidentiality

10.1 All information relating to students regarding LLN will be treated as confidential and in accordance with the School's Privacy and Data Protection Policy and Procedures.

10.2 RSB is committed to maintain confidentiality to ensure that no information will be released without the agreement of the individual or group involved.

11 Appeals

11.1 If the student is not satisfied with any decision relating to LLN, the student has the right to appeal the decision in accordance with the RSB's Student Complaints and Appeals Policy and Procedures. In this event, the School will maintain the student's enrolment in the course or courses in which he or she is enrolled to study until the appeals process is completed.

11.2 An appeal must be lodged in writing to the Student Support Manager within 20 working days from the date of the decision was taken.

11.3 The appeal should include the following details:

a) the student's full name (family/surname and first name), student number and contact details,

b) the nature of the decision or matter being appealed,

c) the basis for the appeal,

d) details of the specific outcome sought by the student, and

e) copies of all relevant documents.

11.4 An appeal may not proceed if:

a) no reasonable grounds are stated for the appeal,

b) no new or different grounds are stated for the appeal from those already considered by the Principal, or nominee,

c) the student has not ensured that they are in a position to receive all notifications from the School. Late or no receipt of official letters will not be accepted as grounds for appeal if changes of address have not been notified and received by the School, or

d) the appeal is lodged outside the 20-working day timeline specified above.

12 Further Information and Assistance

12.1 Students should seek clarification on any aspects of this Policy and its related Procedures prior to accepting an offer of admission made by the School.

12.2 Student assistance is available by contacting School Reception or Student Support.

12.3 Students may make an appointment with the Student Support Manager for assistance with their request relating to this Policy and its related Procedures.

12.4 Contact details for the School are outlined as follows:

Phone: +61 2 8820 0205

Address: Level 04, 79 George Street, Parramatta, NSW 2150

Email: studentsupport@csb.edu.au

NOTE: For definitions and explanation of the terms used in this policy and procedures, please refer to the document titled *'Glossary of Terms.'*