



PP017 Language, Literacy and Numeracy Policy, Procedure and Framework

1. PURPOSE

The purpose of this Policy is to ensure that SGAEs' Training and Assessment strategies in delivery of training services meet the requirements of the State Funding Contract and ASQA Standards for RTO 2015 requirements.

SGAE conducts a Pre-Training Review (PTR) of current competencies including literacy and numeracy skills prior to enrolment in training. Language, Literacy and Numeracy procedures identify strategies that SGAE apply to support individual learner's needs based on the outcomes of the Pre-Training Review.

This Policy and Procedure ensures that SGAE implements a Pre-Training Review to

- a) Identify any competencies previously acquired (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC/Equivalency) or Credit Transfer (CT)
- b) Ascertain the most suitable (as defined in the Quality Charter) qualification for that student to enrol in, based on the individual's existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills; and
- c) Ascertain that the proposed learning strategies and materials are appropriate for that individual.

This Policy and Procedure outlines SGAE's documented business process (procedure) for conducting the Pre-Training Review that clearly demonstrates how SGAE:

1. Determined which qualification/s the student enrolled in and
2. Why this qualification is the most suitable training option to that student

This Policy outlines the learner support SGAE provides during training and how the Individualised Learning Support must be conducted and documented.

Pre-Training Review and on-going LLN support is embedded into the training delivery and assessment and constitute evidence of appropriateness and suitability of the qualification to learner's needs and of high quality of training and assessment at SGAE.

This Policy requires that SGAE must not enrol an eligible Individual in a course or qualification that is at an inappropriate level for that student.

Suitability of the training program to individual needs of the learner must be documented through individual Pre-Training review and reflected in the Training Plan.

SGAE provides on-going professional development opportunities to Trainers/ Assessors and to relevant SGAE staff using internal or external Professional Development workshops.

SGAE introduces continuous improvements to the Pre-Training Reviews.

SGAE uses the following definition of Suitability (Victorian Training Guarantee Quality Charter)

- a) training program meets the individual's needs
- b) links to likely job, participation and/or further study opportunities; and
- c) minimises duplication of the individual's existing competencies



PP017 Language, Literacy and Numeracy Policy, Procedure and Framework

Rationale

In order to deem the Qualification as the most suitable training option SGAE Staff bases its decision on the evidence of the Candidates understanding of the following:

- Good understanding of the course outcomes
- Appropriate ACSF Levels/LLN Skills
- Relevant/appropriate learning needs to this course
- Suitable Career objectives
- High relevance to Candidate's previous training/employment history

This Policy is linked to the use of Credit Transfer, Recognition of Prior Learning (RPL) and Equivalency Policy and Procedure (SPO19).

2. SCOPE

Foundation skills have regularly been identified by employers as essential for successful performance in the workplace. Rapid industry and technological change means that individuals need to continually build and adapt their skills for new contexts, technologies and purpose.

Foundation skills encompass the **core skills** defined by the Australian Core Skills Framework (ACSF) – learning, reading, writing, oral communication and numeracy – and Employability Skills. They exist on a continuum from very basic skills to highly developed and specialised skills and underpin the successful achievement of vocational competencies at all levels.

Australian governments have worked in partnerships with industry to develop a National Strategy to address foundation skills, a 10-year framework built around a shared vision for a productive and inclusive Australia: National Foundation Skills Strategy for Adults

- SGAE recognises that its current and future student co-hort is diverse with varying levels of language, literacy and numeracy skills, further defined as Core Skills by the Australian Core Skills Framework that guides and underpins the organisational approach to teaching and learning (ACSF, 2008, DEEWR)
- SGAE applies training and assessment strategies to comply with the ASQA Standards for RTOs 2015 (Clauses 1.8-1.12)
- In some circumstances learners wishing to enrol at SGAE may need to be referred to a suitable Government program to receive appropriate LLN assistance and further training.



PP017 Language, Literacy and Numeracy Policy, Procedure and Framework

3. POLICY

- 3.1. SGAE acknowledges that Foundation Skills support individuals in:
 - Acquiring skills that will enable them to participate successfully in education and training
 - Build the skills that underpin vocational competence.
- 3.2. LLN assessment (Pre-training Review process) takes place before enrolment. All 4 areas of the Australian Core Skills Framework are assessed by the use of a structured – Pre-Training Review.
- 3.3. SGAE implements training and assessment strategies that provide flexible and fair training opportunities to trainees.
- 3.4. Pre-Training Review documents (LLN Assessment tools) are regularly reviewed and improved.
- 3.5. Pre-Training Review documents are developed on the basis of the ACSF Exit levels requirements of the Training Packages and contain the Industry Skills benchmarking of the ACSF skills (both generic and industry specific)
- 3.6. SGAE develops Pre-Training Review documents for particular student co-horts/AQF levels.
- 3.7. Trainer/Assessor conducts a one-on-one interview after the Candidate completes the PTR to determine suitability of the course to the Candidate’s learning and career objectives.
- 3.8. The Trainer/Assessor documents the conclusion on suitability.
- 3.9. The Candidate is informed of the outcome of the PTR review and is provided with appropriate strategies if deemed not suitable for the course.
- 3.10. The completed PTRs are reviewed by the Training Coordinator and/or Compliance Manager as part of the quality control process to ensure that the PTR process was conducted in full compliance with the SGAE policy within 3 days after completion of the PTR.
- 3.11. Where the Candidate applied for RPL/CT or equivalency the Training Coordinator starts the process of formalising the aforementioned applications.
- 3.12. SGAE does not sub-contract any aspect of the Pre-Training Review to other parties.
- 3.13. Specialist staff conduct Pre-Training Review/ Assessments. All Trainers/ Assessors have the LLN Unit of Competency as part of their TAE qualification. Apart from specialized technical skills and knowledge which is reinforced through currency requirement; our specialist staff have completed **TAELLN411** *Address language, literacy and numeracy skills* (or its equivalent) to assist them in identifying the language, literacy and numeracy requirements of the workplace training specifications, the learning program and assessment process. The trainers/assessors have been trained to identify gaps in LLN.



PP017 Language, Literacy and Numeracy Policy, Procedure and Framework

4. Teaching Practice

Ongoing consultation is conducted prior to commencement of training and assessment sessions with the learner to develop a training plan and assessment strategies, including assessment tools that meet each individual learner needs. Reasonable or allowable adjustment can be applied while still retaining the validity of the assessment tool.

Where SGAE delivers Foundation Skills Courses or LLN Units of competency, FSK units may be integrated into vocational programs in a variety of ways, including:

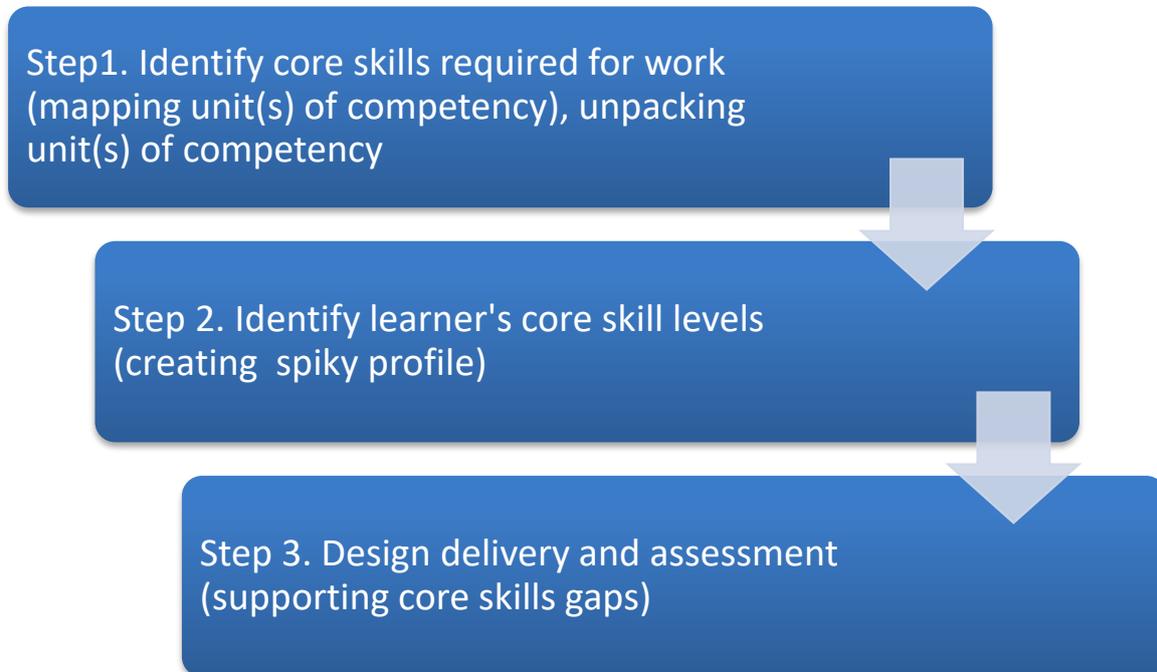
- As additional, time-tabled sessions to build foundation skills relevant to the vocational program
- In conjunction with related vocational units using team-teaching and holistic delivery and assessment approaches
- As a mechanism to enable the provision of learner support across the whole of the vocational program.

Integrated programs keep the focus of delivery and assessment on vocational learning outcomes that are relevant to the learner by minimising stand-alone foundation skills activities. Learning and assessment tasks focus on whole-of-job activities that generally draw on elements from vocational and foundation skills units of competency.

Holistic assessment tasks can be designed to gather evidence of vocational skills and knowledge and foundation skills, reducing the assessment burden for learners. However, collaboration between vocational and foundation skills practitioners is needed to ensure that holistic assessments are valid in relation to the vocational and the foundation skills units of competency being assessed.

PP017 Language, Literacy and Numeracy Policy, Procedure and Framework

SGAE has adopted the *Model for core skills analysis* (Source: CPSISC, Commonwealth Australia, 2009)



Step 1. Identifying learners' skill needs

Trainer/Assessor completes pre-training assessment.

Any learner may have difficulties with foundation skills or need assistance with other aspects of their training program, so it is good practice to assess their learning needs before the training program begins. Pre-training assessment of learners' foundation skills should not become an additional barrier for learners.

The pre-training assessment process can be relatively informal. It is conducted as an interview or discussion, rather than an intimidating test.

It also involves some self-assessment by the learner.

Pre-training assessments are contextualised so that they gather information that is relevant to the vocational training program.

Pre-training assessments reflect the reading, writing, listening, speaking, learning, numeracy and employability skills required for vocational competency and are based on authentic workplace documents or contexts.

PP017 Language, Literacy and Numeracy Policy, Procedure and Framework

Step 2: Identify learner's core skill levels

A. Create an LLN skills profile (to identify any LLN gaps)

B. Integrate LLN support into training and assessment (applying reasonable adjustments where needed)

SGAE applies a variety of LLN tools and activities, including generic and work specific tools to identify learners who may need LLN support to participate in, and successfully complete training. The tools are designed in the context of unit of competency requirements. These tools are used prior to the commencement of training to gain information, which can be used to design delivery and assessment strategies.

As part of the planning process SGAE has implemented a range of strategies to engage learners in development of individualised learning plans: one-on-one interviews with the learners, familiarisation with the unit requirements, familiarisation with the learning support staff, supervisors. Trainers/ assessors use ACSF Summary pro-forma to summarise the findings.

SGAE uses a highly detailed Training Plan Pro-forma that comprehensively records training and assessment methodologies for integrated delivery and assessments. This includes recording of individual learning support needs, reasonable adjustments introduced to support the learner, customised use of learning resources, etc.

Once the requirements for individual learner's support are established, SGAE staff develop *Individualised Learning Plans*. This document is a living document and provides opportunities for the trainer/ assessor record the support and adjustments requirements for each learner individually during delivery and assessment.

This process involves planning the support the learners will need in each core skills area. Session plans are customised and training and assessment strategies are built based on extensive use of unit information, documents, processes and procedures.



PP017 Language, Literacy and Numeracy Policy, Procedure and Framework

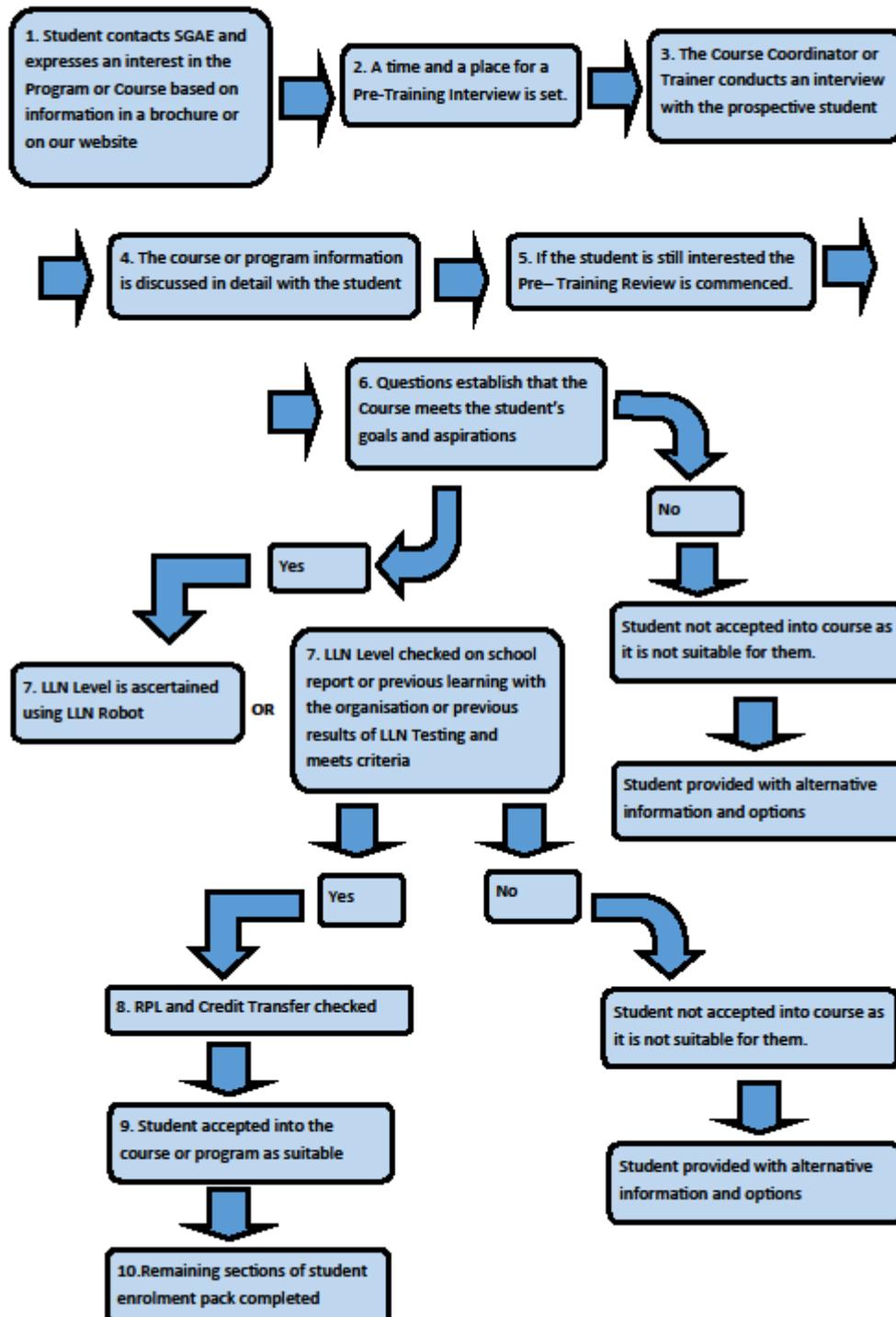
LLN/ACSF Training Procedure:

1. Prior to the enrolment stage the Candidate completes Pre-Training Review. PTRs are based on industry requirements and ACSF requirements for different levels of Vocational qualifications
2. Candidate is invited to attend a Pre-Training Review session prior to enrolment. The Training Coordinator is responsible for planning and invites Trainer/Assessor to attend the session.
3. The Training Coordinator ensures that the Pre-Training Review is conducted in a safe and supportive environment, allocates sufficient time for the Candidate to independently complete the Pre-training Review pro-forma that includes the following components:
 - 3.1. Section A – LLN Robot)
 - 3.2. Section B – Interview
 - 3.3. Section C – Credit transfer/Equivalency/Recognition of Prior Learning Application
 - 3.4. Section D – ACSF Summary
 - 3.5. Section E – Suitability of the Candidate to undertake nominated course
 1. Face-to-face one-on-one interview to conduct Oral skills assessment
 2. To determine suitability based on the outcomes of the PTR and responses to questions to ascertain existing aspirations, career objectives, interest and likely job outcomes from the development to new competencies and skills.
4. The Training Coordinator/Trainer/Assessor completes the review of the PTR and completes Section E of the PTR: records their judgment on the appropriateness of assessment instruments, learning materials and strategies to the learner needs, collects evidence for Credit Transfer and discusses the RPL/Equivalency options with Candidate.
5. The Training Coordinator/Trainer/Assessor draws a conclusion to the PTR process by making a decision on the Candidate's suitability and records the outcomes in Section E.
6. The Candidate is informed of the outcome of the PTR review and is provided with appropriate strategies if deemed not suitable for the course.
7. The completed PTRs are reviewed by the Compliance Manager and/or Training Coordinator as part of the quality control process to ensure that the PTR process was conducted in full compliance with the SGAE policy within 3 days after completion of the PTR and that the Candidate has not been disadvantaged by the outcomes of the PTR process.
8. Where the Candidate applied for RPL/CT or equivalency the Training Coordinator starts the process of formalising the aforementioned applications.
9. Trainer/Assessor implements the Individualised Learning plans during training. Learner's progress is documented and reported to SGAE in accordance with the Individualised Learning plan
10. Trainer/Assessors apply Training and Assessment strategies that meet individual needs of the learners, e.g. use of customised learning materials and assessment tools
11. Trainers/Assessors continue to undertake professional development in the area of LLN and ACSF to ensure that training and assessment methodologies applied are current and relevant. This may be achieved by participation in workshops, use of Skills Council web-sites, etc.
12. Pre and post ACSF Summary outcomes for trainees undertaking Domain A and B Foundation Skills Courses must be reported on SVTS, (Clause 10.59d) of schedule 1 of the 2014-2016 VET Funding Contract

PP017 Language, Literacy and Numeracy Policy, Procedure and Framework



Student Pre Training Review — Flow Chart



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PP017 Language, Literacy and Numeracy Policy, Procedure and Framework

1. ASSOCIATED DOCUMENTS

Enrolment Pack

Student Handbook

2. RELATED STANDARDS

Standard 1, Clauses 1.7

3. RESPONSIBILITY

- EO
- Training Coordinator
- Compliance Officer

Approved by: Erin White

Position: Executive Officer

Signature:

Date:10/04/2020

| Version | Created by: | Reason for update | Implementation Date |
|---------|-------------|--------------------|---------------------|
| 2 | Jayne Mark | Replace old policy | 10/4/2020 |
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