

Policy

To ensure National Training conducts a Language, Literacy and Numeracy skills assessment prior to training as required.

National Training determines the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the training product as specified in the relevant training packages.

LL&N outcomes will be recorded on each individual's file in Moodle.

Purpose

National Training will follow the processes outlined within this document to ensure that we are correctly identifying the individual learning needs of each student.

Language, Literacy & Numeracy assessments are undertaken to ensure students are given every opportunity for success in their training.

Scope

All accredited training and AQF qualifications

Responsibility

The Training Manager is responsible for implementation of the Language, Literacy and Numeracy policy and procedure.

Method

LANGUAGE LITERACY AND NUMERACY REQUIREMENTS

Students require language, literacy and numeracy capacity equivalent to the descriptions below:

Qualification Level	Reading	Writing	Maths	Oral Communication
Certificate III	Read and interpret text that is easy to understand. For example, read workplace newsletters or read an agenda for a meeting.	Produce and sequence paragraphs to express an idea. For example, fill in an incident report form and write a recommendation.	Use operations and % and fractions to solve problems. For example, calculate costs of items/services or measure items for work tasks using formal units.	Participate in verbal exchanges where listener/speaker is required to vary and/or understand concepts which are simple, but non-routine. For example, listen to, and respond to a routine customer complaint.
Certificate IV	Read and interpret texts that have several ideas which are non-routine, but easy to understand. For example, read workplace newsletters or read an agenda for a meeting.	Produce and sequence paragraphs to express a meaningful idea. For example, fill in an incident report form or write a set of procedures for a new work task to be used as reference	Use operations and % and fractions to solve problems. For example, calculate and compare costs of similar items/services or measure items for work tasks using formal units (millilitres of hair dye, grams of flour etc.)	Participate in verbal exchanges where listener/speaker is required to vary and/or understand concepts which are simple, but non-routine. For example, provide instructions for a new worker on how to perform a simple workplace task. Or listen to, and respond to a routine customer complaint.
Diploma	Read and understand text with some complex ideas and non-routine vocabulary. For example, read a workplace report recommending a change or read a memo providing new	Write texts which convey ideas beyond everyday concepts. For example, write the minutes for a workplace meeting or write a memo to colleagues to inform them of a temporary	Use a range of algebraic formulae and calculating tools to solve work based problems. For example, apply formulae to measure heights, 2- and 3- dimensional spaces or use memory/square root functions on	Participate in verbal exchanges that require control of non-routine language and structures. For example, deliver a presentation about a new workplace practice to a group of colleagues or listen to a complicated customer complaint, and be

	instructions on workplace health and safety.	change to the workplace routine.	calculator to solve multistep problems.	able to summarise the customer's concerns.
Advanced Diploma	Read and understand text with some complex ideas and non-routine vocabulary. For example, read a detailed report and interpret information for various applications	Write texts which convey ideas beyond everyday concepts. For example, write appropriate and workplace policies and procedures	Use a range of algebraic formulae and calculating tools to solve work based problems. For example, analysis data, make recommendations and undertake further research if applicable	Participate in verbal exchanges that require control of non-routine language and structures. For example, deliver a presentation about a new workplace practice to a group of colleagues or listen to a complicated customer complaint, and be able to summarise the customer's concerns.

LANGUAGE, LITERACY & NUMERACY ASSESSMENT

A preliminary assessment of Language, Literacy & Numeracy skills will assist the Training Manager to identify any additional support that may be required for the successful achievement of competencies by the student or may indicate if alternative training methods are required.

All students embarking on a training program are required to complete a Language, Literacy & Numeracy skills assessment. Students should be provided with clear instructions and ample opportunities for practice when reading, writing, oral or numeracy skills are required as part of the competency being assessed.

INITIAL ASSESSMENT OF STUDENTS

An initial assessment of the skill level of a particular student will provide an indicator of additional training requirements. Additional professional assistance may be necessary to properly ascertain requirements.

This initial assessment could include any or all of the following:

- Discussions with the student about prior education & experience
- An assessment of literacy and oral skills
- Questionnaire
- Records of previous skills, education & training
- A combination of the above.

The initial assessment, in essence, is an observational analysis undertaken during the sign-up process. The Training Manager will, in consultation with the delegated Trainer/Assessor, determine what, if any, further action will be appropriate in the circumstances to ensure the success of the training outcomes for all stakeholders.

Those students with insufficient skill levels in Language, Literacy & Numeracy may have to be referred to alternative training in order to achieve the level of competency required.

Definitions

Language is simply the mechanism we use to communicate with other people in a range of situations. We use language to communicate verbally and in writing. Language is made up of grammar, vocabulary, sentence structure and the non-verbal messages we communicate with our bodies.

Literacy is the ability to read printed material, symbols and signs and to write effectively so we can be understood in a range of work and social settings. Literacy involves speaking, listening, reading, writing and critical thinking. It includes the cultural knowledge to recognise and use language appropriate to the situation.

Numeracy in the workplace is the ability to use and understand numbers, graphs, charts, tables, diagrams, shapes and measurement. It is about being able to make the mathematical calculations required to satisfactorily complete a work task.

Supporting Documents

- Language, Literacy & Numeracy Assessment

Document History

Revision	Date	Description of modifications
1.0	April 2014	Original
2.0	March 2015	Updated to include Standards for RTO's 2015
2.0	Feb 2016	Annual Review (No Change)
2.1	March 2017	Annual Review – Removal of LL&N results recorded on Student Training Plans and replaced with recorded on Moodle
2.1	January 2018	Annual Review – No Change
2.1	January 2019	Annual Review – No Change
2.1	January 2020	Annual Review – No Change

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