Policy and Procedure

Name:	Learning, Literacy and Numeracy Policy and Procedure
Approved by:	Director, Customer Success
Date Approved:	21/06/2016
Approved by:	Head of Compliance VET
Date Approved:	21/06/2016
Implementation Owner	Head of Student Engagement
Maintenance Owner	Compliance Manager
Review Date	01/06/2017

SECTION 1 - INTRODUCTION

PURPOSE

The LLN Policy and Procedure sets out the framework for integration of LLN within the Australian Institute of Management Education and Training (AIMET) and provides guidance 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 applies to all students including potential students, enrolled or seeking to enrol in a VET course of study with AIMET. However, where a specific learning disability is disclosed, and requests for 'reasonable adjustment' are made by a potential student, LLN support will be handled under the AIMET Disability Policy and Procedure. It does not cover support for other issues that students may disclose, including mental health disorders.

It should be noted that the procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other policies or under statute or any other law.

SECTION 2 - POLICY

BACKGROUND AND NEED

Under the 2015 Vocational Education and Training FEE-HELP (VFH) Reforms Registered Training Organisations (RTOs) are required to assess the capacity of potential students to complete a VET FEE-HELP eligible training course before enrolment. Department of Education and Training "Overview Changes to the VET FEE HELP Loan Scheme from 1 January 2016 (released Dec 2015), states that:

- The provider reasonably believes the student is academically suited to a course; and
- The student satisfies entry requirements for the course set out in the student entry procedure; and
- The student satisfies one of the following requirements
    - o The VET provider obtains a copy of a Senior Secondary Certificate of Education for the student's completion of Year 12, for diploma and advanced diploma entry;

  OR Both

    - o The student is assessed as displaying competence at Exit Level 3 in the Australian Core Skills Framework (ACSF) in both reading and numeracy; and
    - o The VET provider believes that the student displays the competence

From 2016 onwards, RTO's will also be required to publish an Entry Requirements Procedure setting out eligibility requirements that must be met to enrol in each VET course of study. Please refer to the AIMET Enrolments Policy located here for the procedure http://www.aim.com.au/training/student-information

The Australian Core Skills Framework is a tool that describes and measures LLN skills, and is based on the National Reporting System (NRS). It describes levels of performance in five core skills areas: learning, reading, writing, oral communication and numeracy. Applications include assessing core skills performance, describing core skills in the workplace, and mapping curricula. AIMET has chosen to use the ACSF as its benchmark for LLN skills.

POLICY STATEMENT

AIMET is committed to providing a high quality education and training service for all students. Development of language, literacy and numeracy (LLN) in students is an important component of education AIMET. AIMET 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. This enables prospective students to make an informed decision about enrolment and AIMET along with the student, to make decisions about addressing LLN needs.

Principles

AIMET is committed to ensuring it is compliant with the requirements of ASQA, including those in relation to LLN support within its courses. AIMET Consultants engage with the LLN Policy and Procedure including integrating it within Training and Assessment Strategies.

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

AIMET recognises that it may not have the expertise and internal knowledge to identify the support needed for a particular defined learning disability and certain other issues that students may disclose, including mental health disorders. Student disclosure of a learning disability and requests for reasonable adjustment of

learning will be managed as per the AIMET Disability Policy located here
http://www.aim.com.au/training/student-information.

AIMET will take the Australian Core Skills Framework (ACSF) as the basis for assessment of LLN skill level. All courses will clearly specify entry criteria including LLN level. Detailed post-enrolment LLN diagnostic assessment will be offered to students where identified concerns exist as part our support services.

All students will have the opportunity to participate in LLN skills development during their course. AIMET will report on key performance indicators in relation to LLN as part of reports on their Teaching and Learning Plans.

SECTION 3 - PROCEDURE

Overall framework

There are three main elements to LLN support:

1. Analysis and specification of course LLN and core skills requirements

2. Individual Learner LLN Support Needs Diagnosis Process
   a. Pre-enrolment process
   b. Post-enrolment process

3. Post Enrolment LLN Support Provision
   a. System of streaming and tracking of support
   b. Self-paced and self-monitored tools
   c. Tailored group workshops
   d. Online tutorial support

Analysis and specification of course LLN and core skills requirements

Each broad AQF level in the VET domain is mapped against the ACSF core skills levels for Reading and Numeracy. This information is specified under the Course Entry Requirements. For students seeking entry to a VET diploma and VET advanced diploma the required LLN level is Exit Level 3 in Reading and Numeracy.

Individual Learner LLN Support Needs Diagnosis Process: Pre-Enrolment Process

Enrolment Application Forms include specific questions about educational experience and academic skills and need for LLN support.

The pre-Enrolment Diploma Entry Test in Reading and Numeracy is integrated into the Course Application Process.

If a student does not achieve the recommended ACSF level for the course in Reading and/or Literacy, the Consultants will advise them of this and discuss other study options with them.

Pre-Enrolment-Acceptance: Information about LLN support provided by AIMET will be included as part of the Enrolment Application Form via a link to an information page. AIMET Consultants will advise potential students in relation to these options. AIMET Consultants are responsible only for general advice about LLN support to potential student pre-enrolment. Support Options are outlined in Table 1 LLN Support Options:

Learning & Other Support Need	College Support Options
Disability	AIMET Disability Policy and Procedure will apply. Able to assist with referral to a learning disability specialist for advice regarding appropriate learning support and reasonable adjustment.
English Language Support for Non-English Speaking Background	Additional testing of English language ability may be recommended.

(Domestic & International students)	Post-enrolment referral for English language support
Poor Secondary Schooling Experience (gaps in attendance, failure to complete Year 12 or earlier secondary school years, or achieve the LLN standards of those years, others)	Able to assist via range of options including: • Individual learning plan • Access to self-paced online learning tools • Group tutorials and workshops
Does not meet Core Skill requirements for the desired course	Recommend alternate courses. Identify preliminary support programs (accredited & non-accredited). Articulate students into their desired programs on successful attainment of the required core skills via the above program(s)
'Other: I will need support'	Ability to assist dependent on the issue

Any costs associated with LLN support will be clearly articulated by AIMET Consultants and in course information including College websites. For example, referral to a learning disability specialist is likely to incur a cost that will be borne by the student.

Disclosure of Learning Disability: For students who have disclosed a disability on their enrolment form and have requested 'reasonable adjustment' of delivery and/or assessment, the AIMET *Disability Policy and Procedure* will be invoked. Procedures include referral to an AIMET Consultant or the equivalent for a discussion on reasonable adjustment (learning delivery and assessment) and other LLN support options available.

Where a student has disclosed a need for LLN support the Consultant is responsible for logging this information in the core student management system and flagging it for attention by the Head of Student Engagement should the potential student proceed with enrolment.

Individual Learner LLN Support Needs Diagnosis: Post-Enrolment Process

A more comprehensive, further LLN diagnostic testing in English and Maths may be made available to students early in the first study period within an identified core subject within each course if required. This will be used to assist in the creation of an individualised learning plan based on skills gaps identified in the test.

Students may complete LLN learning modules focused on the skills gaps articulated in their individual learning plan.

AIMET consultants identify students who are demonstrating LLN difficulties via their efforts in various forms of assessment in which specific literacy and/or numeracy criteria are specified within subjects, and report this to the Consultant.

Post-Enrolment LLN Support Provision

The Post-Enrolment LLN Support Provision may comprise the following elements:

1. A system of streaming and tracking support
2. Self-paced and self-monitored learning tools
3. Tailored group workshops
4. Online tutorial support

System of Streaming and Tracking:

AIMET consultants will analyse preliminary enrolment information, pre-enrolment (short) LLN Diagnostic Test results and post-enrolment comprehensive LLN Diagnostic Test results. Where a student has indicated a need for assistance and/or skills gaps have been identified in relation to ACSF levels in Reading and/or Numeracy in the pre- or post-enrolment diagnostic tests, consultants will:

1. Refer where necessary to relevant AIMET support staff or external professionals, and/or
2. Assist students to develop an Individual Learning Plan (ILP) including identified goals, timeframes for review (checkpoints). Additional input may be provided by external specialists to whom the student is referred, where relevant.

Potential referral points for various issues disclosed as part of the enrolment application include those set out in Table 2. AIMET Consultants should conduct review meetings with students with Individual Learning Plans. Records of these meetings and student progress is to be retained in the core student management system.

Table 2 Referral Points for Disclosed LLN Issues

Issue	Type of Professional
Specified Learning Disabilities	In the case where a student has disclosed a specified learning disability including dyslexia, dysgraphia, dyscalculia, dyspraxia, dysphasia, auditory processing disorder, visual processing disorder (see Appendix 1), the student should be referred to a learning disability specialist to determine what learning support is required, prior to enrolment. The AIMET Disability Policy and Procedure will apply for all disclosed disabilities including learning disabilities.
Non-English Speaking Background Students	Applicable to local students who may be Australian citizens but nonetheless do not have strong English language skills, as well as international students. If the student has been enrolled into a course, they may still need concurrent English language support. This may include referral to an English language course provided by Embassy College.

Self-paced and self-monitored learning tools:

On completion of a more comprehensive LLN Diagnostic Test for English and Maths, an individualised learning plan is generated. Students are encouraged by AIMET Consultants to work through the learning modules and self-assessment quizzes provided as part of the LLN Diagnostic package provided.

Tailored Group Workshops: Trainers may analyse LLN needs across student cohorts to tailor LLN workshops to identified LLN gaps in a class or year level.

Online Tutorial Support: AIMET may develop online tutorial support for development of academic skills that include LLN skills.

Staff Training and Guidelines

Consultants training incorporates:
- training in course entry requirements including ACSF levels (Reading and Numeracy) required for courses
- training in the short LLN Diagnostic Test and how to compare results with required levels for courses Guidelines are in place to assist Consultants in advising students on course eligibility and recommendations, as well as general information on the LLN and other support that can be provided by the individual
- how to create a Student Learning Plan (including goal setting and timelines)
- how to conduct a planning meeting and progress meeting with a student

Academic staff training incorporates:
- integration of LLN learning activities and assessment into subjects
- completion of the LLN Unit of Competency is required of all Trainers

SECTION 4 - ROLES AND RESPONSIBILITIES

Student responsibilities

The student is responsible for:

- disclosing any information that needs to be disclosed about LLN needs as part of the enrolment process
- completing the Diploma Entry Test
- completing any additional post-enrolment diagnostic assessment and where gaps in skill level are identified, engaging with the LLN support services provided by AIMET
- where referral to an external specialist is recommended, students are responsible for following up on this advice

Consultants' responsibilities

The Consultants is responsible Pre enrolment for:

- 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.
- escalating LLN needs identified
- monitoring implementation of the ILPs to ensure LLN support is promoted to students in the course

Head of Faculty responsibilities

Head of Faculty is responsible Post Enrolment for:

- analysis of pre-enrolment LLN information (Diploma Entry Test, enrolment form disclosures)
- organise for additional post enrolment diagnostic assessment if required
- ensure development of Individual Learning Plan (ILP) where LLN difficulties have been identified
- communication with Trainers and consultants in relation to LLN support needs of students
- store and review ILP progress
- developing ILP for students with declared difficulties (for students with a disability this may include reasonable adjustment to assessments or educational delivery)
- undertake a review of ILPs in place across the course at least every 6 months.
- 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

Trainers are responsible for:

- integrating LLN learning activities and assessment into their subjects
- communicating with Consultants where students are demonstrating LLN difficulties via assessments

Head of Teaching & Learning (VET) responsibilities

The Head of Teaching & Learning (VET) is responsible for:

- ensuring that LLN development forms part of College Training and Assessment Strategies

- ensuring that LLN development is reported on as part of annual course reviews
- ensuring that training of staff is resourced and conducted

SECTION 5 – REFERENCE AND SUPPORTING INFORMATION

Related Websites and Documentation

- Australian Skills Quality Authority (ASQA): www.asqa.gov.au

DEFINITIONS AND ABBREVIATIONS

In the context of this policy the following applies**:**

- **ACSF -** Australian Core Skills Framework
- **ILP –** Individual Learning Plan
- **LLN -** language, literacy and numeracy
- **Responsible Officer** means the staff member or delegate with responsibility for handling the grievance, complaint or appeal; *A Responsible Officer must not review a decision they were involved in making and must occupy a position that is senior to that occupied by any person involved in making the original decision.*
- **CA –** Course Advisor
- **SC –** Study Coach
- **Student -** refers to a person enrolled or seeking to enrol in any course or unit of study at AIMET or at a partner organization licensed to deliver courses on behalf of AIMET. A student or a potential student can be a domestic or over CAs student.
- **VET -** Vocational Education and Training
- **Consultants**: Facilitators, assessors, member of faculty engaged in work on behalf of AIMET.
- **Training Programs:** Public and corporate training courses and the Graduate Studies program.
- **Vocational Training:** Training courses which fall under the SNVR vocational education and training sector.
- **Graduate Studies Program:** Units specific to the postgraduate offerings.
- **SNVR:** Standards for Nationally Regulated RTOs.

CHANGE HISTORY

Version	Approval date	Approved by	Approved by	Change
1.0	21/06/2016	Director Customer Success	Head of Compliance VET	Updated policy into new template Updated to reflect RTO and AQF standards

Please note:

- Printing this document may make it obsolete
- For the latest version of this policy always check the Policy site located here
  http://www.aim.com.au/training/student-information