

LLN Policy and Procedure v2

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Approved by:	Director Student Success
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IVY LANGUAGE, LEARNING AND LITERACY POLICY AND PROCEDURE

1. POLICY STATEMENT

Ivy Pty Ltd 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 at Ivy's commitment to students and satisfies the Australian Quality Assurance Agency's requirements. Ivy 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 Ivy along with the student, to make decisions about addressing LLN needs.

PURPOSE

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

2. 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 Ivy. 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 Ivy Disability Policy and Procedure, and in accordance with the Ivy *Provision of Support for Students with Disabilities Policy*. 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.

3. 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 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

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- The VET provider obtains a copy of a Senior Secondary Certificate of Education for the student's completion of Yr 12, for diploma and advanced diploma entry;

OR Both

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

Ivy College has chosen elected to implement a mandatory Diploma Entry Test to assess competence in reading and numeracy. This test will be administered via an online process.

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 Ivy website www.ivy.edu.au.

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. Ivy has chosen to use the ACSF as its benchmark for LLN skills.

4. 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 on behalf of Ivy Pty Ltd ; *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 Ivy or at a partner organization licensed to delivery Ivy courses on behalf of Ivy. A student or a potential student can be a domestic or over CAs student.

VET - Vocational Education and Training

5. POLICY PROVISIONS

5.1 General Principles

Ivy has an overall strategy for identifying and supporting students with LLN needs.

Ivy is committed to ensuring it is compliant with the requirements of ASQA, including those in relation to LLN support within its courses. Ivy engage with the Ivy 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.

Ivy 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 handled through the Ivy *Provision of Support for Students with Disabilities Policy*.

Ivy will implement pre-enrolment assessment of LLN skills for all students as a formal entry requirement. For entry in Diploma or Advanced Diploma courses students must undertake the Diploma Entry Test. Free pre-enrolment assessment of LLN skills will also be offered to student who have the formal entry requirements but nonetheless would like to understand their LLN skill level.

Ivy 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. Ivy will report on key performance indicators in relation to LLN as part of reports on their Teaching and Learning Plans.

6.0 PROCEDURES

6.1 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

6.2 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..

6.3 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 CA will advise them of this and discuss other study options with them.

Pre-Enrolment-Acceptance: Information about LLN support provided by the College will be included as part of the Enrolment Application Form via a link to an information page. CAs will advise potential students in

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relation to these options. CAs are responsible only for general advice about LLN support to potential student pre-enrolment. Support Options may include:

Table 1 College LLN Support Options

Learning & Other Support Need	College Support Options
Disability	Ivy 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 (Domestic & International students)	Additional testing of English language ability may be recommended. 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: <ul style="list-style-type: none"> • 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 CAs 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 *Ivy Disability Policy and Procedure* and the *Ivy Provision of Support for Students with Disabilities Policy and Procedure* will be invoked. Procedures include referral to a College Student Progress Advisor 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 CA is responsible for logging this information in the core student management system and flagging it for attention by the Director Student Success should the potential student proceed with enrolment.

6.4 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.

Trainers 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 SPA.

6.5 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

6.5.1 System of Streaming and Tracking:

Enrolled students are assigned a Study Coach or the equivalent for the duration of their enrolment. Information captured as part of the Enrolment process will be recorded in the core student management system.

SCs 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, SCs will:

- i. refer where necessary to relevant College support staff or external professionals, and/or
- ii. 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.

SCs 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
<u>Specified Learning Disabilities</u>	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 Ivy Disability Policy and Procedure will apply for all disclosed disabilities including learning disabilities.
<u>Non-English Speaking Background Students</u>	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.

6.5.2 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 SCs to work through the learning modules and self-assessment quizzes provided as part of the LLN Diagnostic package provided by Ivy.

6.4.3 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.

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

6.6 Staff Training and Guidelines

CA 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 CAs 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 Ivy .

SPA/ NAD/ Program Manager/ Course Coordinator training incorporates:

- short and comprehensive LLN Diagnostic Tests (English and Maths)
- 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

6.7 Ivy College Monitoring of Compliance with Policy and Procedures

Ivy Training and Assessment Strategies incorporate strategies in relation to LLN support including compliance with this policy and procedure. Ivy reports on LLN key performance indicators as part of annual course review processes. Ivy is responsible for ensuring that Trainers have the required LLN unit of competency.

7. ROLES AND RESPONSIBILITIES

7.1 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 Ivy
- where referral to an external specialist is recommended, students are responsible for following up on this advice

7.2 CA responsibilities

The CA 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.

7.3 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 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

7.4 Trainer responsibilities

Trainers are responsible for:

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

7.5 Student Progress Advisors (SPA)

SCs are responsible for

- **escalating LLN needs identified to NAD or Program Manager**
- **monitoring implementation of the ILPs to ensure LLN support is promoted to students in the course**

7.6 Director of Student Success responsibilities

The Director of Student Success 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

8. SUPPORTING DOCUMENTS

Related Websites and Documentation

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

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CHANGE HISTORY

Version	Approval date	Approved by	Change
V1.0	18/12/2015	Director of Product and Compliance	Initial development
2	10/09/2018	Head of Compliance	Updated to reflect change in corporate structure

