

RTO	City-Wide Building & Training Services Pty Ltd (RTO ID 91138)
Type	Public
Applicable standards	Standards for Registered Training Organisations 2015 State and Territory Funding Contracts Australian Core Skills Framework
Authorised by	General Manager Quality and Compliance
Version	V1.1

Policy: Language, Literacy and Numeracy (LLN)

Overview

CWBTS evaluates the Language, Literacy and Numeracy (LLN) skills of students prior to formally accepting their enrolment via the LLN Robot.

The LLN evaluation is done to indicate whether a student:

1. Has the LLN skills to be able to successfully complete the course
2. Needs additional coaching or support to successfully complete the course
3. Does not have the sufficient LLN skills to successfully complete the course

CWBTS determines a recommended LLN level for each course we deliver based on the Australian Core Skills Framework (ACSF) Five Core Skills, these being Learning, Reading, Writing, Oral Communication and Numeracy. CWBTS will generally accept students with one LLN entry level lower than recommended for that course, however, students with lower levels may be accepted and this is evaluated on a case-by-case basis by the Individual Needs Learning Officer.

LLN Assessment Tool

The term 'Language, Literacy and Numeracy' (LLN) refers to the Australian Core Skills Framework (ACSF) Five Core Skills, these being Learning, Reading, Writing, Oral Communication and Numeracy. These Five Core Skills have been identified by the ASCF as the essential skills for individuals to hold to participate effectively in society including the workplace and Education Sector.

Core Skills are critical to almost all areas of work. This is particularly true in many vocations where Language, Literacy and Numeracy skills influence the performance of workplace tasks such as comprehending written work instructions. Further information available at the following two sites:

<https://www.education.gov.au/australian-core-skills-framework>
www.precisionconsultancy.com.au/acs_framework

The LLN Assessment will assess the Five (5) Core Skills in the ACSF following areas.

- Reading
- Writing
- Numeracy
- Oral Communication
- Learning



The LLN Assessment used by CWBT S is generated by LLN Robot <https://cwbt.s.lln.training/admin/learnerresults/list>. LLN Robot is the first assessment tool approved by the Federal Department of Education and Training after reviewing its accuracy in determining student LLN levels as part of the VET Student Loans implementation process. Using trigger word and phrase analysis software developed by The Learning Resources Group, LLN Robot have determined the ACSF profile of every current national unit of competency from Certificate 1 to Diploma. The ACSF scores for units/qualifications are sourced directly from publications provided by training package owners (SSO/former ISC), otherwise they are calculated by the LLN Robot system.

LLN Robot uses a purpose-built diagnostic tool to determine the required ACSF/core skill levels of a unit of competency. The system uses a series of language analysis algorithms to scan the content of a unit of competency to identify trigger words and phrases and their associated values based on the training package, ACSF performance indicators and the AQF (certificate) level of the unit. This data is used to generate a training profile that reflects the core skills required to understand and perform the criteria outlined in the unit.

LLN Robot, is an online system that combines ACSF testing, Course profiling and LLN Support into one easy to use package.

Evaluation of Digital Literacy Skills

LLN Robot requires students to undertake digital literacy skills in order to complete the evaluation. This includes, but is not limited to:

1. The ability to logon to a computer
2. Access emails and click a link within an email
3. Login into an online database (LLN Robot)
4. Use a mouse and keyboard
5. Read and respond to online text

Students who complete their online LLN evaluation will be considered to meet the digital literacy requirements.

Students who are unable to complete their LLN online will be evaluated individually to see whether they meet the digital literacy requirements.

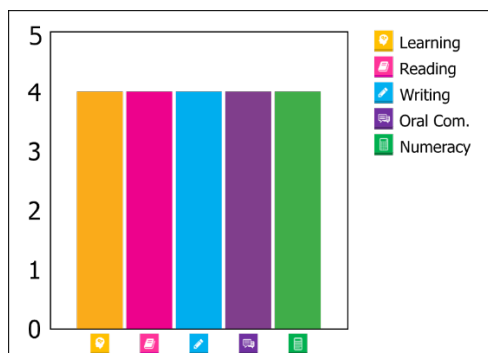
Course Entry Requirements

The Training and Assessment Strategy (TAS) for each course provides the LLN levels required to be determined as having an appropriate ACSF level to enrol into the course.

The LLN tool automatically generates the ACSF levels for each course depending on the units of competency within the qualification.

Students are required to undertake a Language, Literacy and Numeracy (LLN) assessment as part of their enrolment with CWBT S. This is to ensure students enrolling in the course have the required LLN levels to complete training and assessment requirements towards successful completion of their qualification.

An example of the Australian Core Skills Framework (ACSF) levels for students graduating from the CPC40110 Certificate IV in Building and Construction (Building) are as below –



Students must demonstrate a level of LLN appropriate to the qualification being completed. All prospective students will undertake a Language, Literacy and Numeracy (LLN) evaluation prior to being deemed suitable to commence the training.

It is generally expected that students, through the course of their studies will be able to increase their ACSF levels in each band up to 1 level thus usually practices will deem a student's LLN levels as acceptable where their levels are identified as being one below the numbers identified in the chart above. On occasions 2 levels down will also be acceptable if the trainer feels after consultation with the student, that the student is capable of meeting the requirements of the qualification. Students who do not meet these levels will be reviewed on an individual basis.

Where required, students will be provided with additional coaching and support in order to complete this training program. This may also include a reasonable adjustment to assessments. The CWBTS Individual Learning Needs Officer will assess each student's suitability and will put in place Individual Learning Plans (ILP) that are developed in consultation with the student as required.

Students enrolling into individual Units of Competency under a Fee for Service arrangement may or may not be required to complete an LLN assessment. A determination will be made by the General Manager Quality and Compliance based on the cohort of the students and the length of the program.

Individual Learning Needs Support Officer

CWBTS has an Individual Learning Needs Support Officer who evaluates students' needs including LLN Robot results for students that do not meet minimum course entry requirements.

The Individual Learning Needs Support Officer retrieves the LLN evaluation results and makes one of the following general determinations:

1. The student can enrol into the class with no further action
2. The student can enrol into the class with a support plan (known as an Individual Learning Plan - ILP)
3. A subsequent telephone or face-to-face additional evaluation will be made
4. The student can undertake the evaluation again immediately
5. The student will be referred to a third party or course to assist with their needs
6. The student can undertake the evaluation again in the future
7. The student is not suitable to undertake this course, but may be referred to a lower-level course
8. The Individual Learning Needs Support Officer discusses the results and any further information with the Training Manager and a decision for course entry is made. The decision may be escalated to the General Manager Quality and Compliance.



Where the student is not deemed suitable for the course, the Individual Learning Needs Support Officer will notify the student.

If a student has already completed a LLN assessment through CWBTS in the past, the Individual Learning Needs Support Officer will make a determination as to whether the student needs to complete another LLN assessment when undertaking another qualification. This is usually done via a telephone call with the student. This will also help determine whether the student will require support for their new qualification.

Where the student is deemed suitable for entry into the course with an Individual Learning Plan (ILP), the Individual Learning Needs Support Officer will notify the relevant Trainer and schedule a follow up call with the Trainer. They may also make recommendations to support the Trainer and where the training is workplace based, to support the employer and training supervisor in the workplace.

Other considerations will be how many students in a class group have ILP and what impact this may have on other students.

Where a student is not being admitted, the Individual Learning Needs Support Officer will contact the student.

ILPs are provided to Trainers to access and discuss with students through the Attendance Portal.

In addition to the LLN Robot Assessment, at the end of the Pre-Training Review (PTR) conducted for each student, the Student Support Officer conducting the PTR will answer a series of questions about the students' oral communication.

Individual Learning Plan (ILP)

An Individual Learning Plan is generally developed by the Individual Learning Needs Support Officer when a student does not meet the minimum LLN requirement but has been admitted to the course or if the student has medical conditions or disabilities which require support. ILPs form part of the Training Plan as they state extra support agreed to be provided to the student.

Individual Learning Needs Support Officer, the Trainer and General Manager Quality and Compliance may contribute to the development on an ILP.

ILPs are provided to the Trainer and contact is also made by the Individual Learning Needs Support Officer to discuss the ILP.

An ILP may also be put together where the initial LLN evaluation met the minimum requirements, but a Trainer has identified that the student requires support. In this case, they must contact the Individual Learning Needs Support Officer to record the ILP accordingly.

The ILP outlines the LLN Evaluation results (for each attempt made if more than one attempt was made), the gaps indicated by each ACSF category and recommendations for the Trainer or, in the case of a medical condition or disability, it will outline a management plan if additional support is required.

All students with an ILP will be followed up by the Individual Learning Needs Support Officer scheduling a follow up call or email with the Trainer. Generally, the ILP will initially have recommendations discussed and agreed with the student and Trainer and based on the gaps indicated from the evaluation.

Follow up calls are generally 2 - 4 weeks from commencement.

However, if a follow up call reveals a need for more detailed support or may indicate that the student is having no issues within class, further discussions will be held between the Trainer, student and Individual Learning Needs Support Officer. Where a student welfare issue is identified, this will also be referred to the Individual Learning Needs Support Officer.

Learner support may include, but are not limited to:

- Language, Literacy and Numeracy (LLN) support
- Reasonable Adjustment
- Referral to external specialist organisations and/or agencies
- Other mechanisms, such as assistance in using technology for online delivery components.
- Other mechanisms, such as assistance with culture shock and referral for legal services, counselling, mental health support, housing and tenancy services, financial and health support.

Conditions under which a student may immediately re-sit the LLN evaluation

Students will generally be given the opportunity to re-sit an evaluation immediately where one of the following occurs:

1. The student did not fully complete the evaluation
2. The student completed the evaluation in an unusually short time (generally 30 minutes or less) as this often indicates that a student may not have considered the importance of the evaluation.
3. The student completed the evaluation in an unusually long time (generally 90 minutes or more) as this often indicates that a student was interrupted or distracted)
4. PC or network issues experienced by the student
5. Where a student generally did well, but because they answered some multiple choice incompletely LLN Robot will mark the whole question as incorrect
6. They failed one section, but passed all other sections
7. The audio component failed

The Individual may also choose to do a face-to-face or phone interview if the oral communication sections did not meet the required levels.

Conditions under which the Individual Learning Needs Support Officer may manually override the evaluation tool results

The Individual Learning Needs Support Officer can manually overturn the results of LLN Robot and will do so under limited conditions which include:

Where a student has answered all questions in capital letters (LLN Robot automatically 'fails' students for answering with all capital letters even if their answers are correct) The Individual Learning Needs Support Officer will manually review the questions and if answered correctly will overturn the outcome

The Individual Learning Needs Support Officer will document their reasons.

Students who are not recommended to undertake the course

Where a determination is made that a course may not be suitable for a student to undertake, they may be referred to complete a lower-level course (if applicable) or to a third party to assist them in developing skills to undertake the course at a later level.

If requested, Individual Learning Needs Support Officer will research relevant third parties in their local area and make a recommendation. These students will be redirected to a more suitable course if relevant or to external services such as an RTO that specialises in Language, Literacy and Numeracy development that may support their future learning options.

Recording Determination Outcomes

The outcomes of LLN determinations are documented in the Student Management System (VETtrak) under that student's profile. If adjustments are made to the students scores, this will also be adjusted in the LLN Robot.

Evaluation of PC skills

For students who are enrolling into a course that involves PC literacy (such as accessing information online, or completing learning activities or assessments online or submitting assessments via an learning management system, the students must have their PC skills evaluated as part of their LLN.

LLN Robot requires students to undertake basic PC skills in order to complete the evaluation. This includes, but is not limited to:

1. The ability to logon to a computer
2. Access emails and click a link within an email
3. Login into an online database (LLN Robot)
4. Use a mouse and keyboard
5. Read and respond to online text

Students who are able to navigate and complete the LLN Robot assessment will be considered to meet PC literacy requirements.