Pre-Training Review and Language, Literacy and Numeracy (LLN) Assessment Policy and Procedure

1.0 Purpose

This Policy and Procedure ensure that the Staff and Students make informed decisions about the suitability and relevance of the course the Student is undertaking with Wattle College. The process also identifies the support a Student may require completing the course.

2.0 Policy

2.1 At enrolment, all Students will be required to complete a Pre-Training Review (PTR) and a Language, Literacy and Numeracy (LLN) Assessment at ACSF Level 4. The assessment will be conducted using the LLN Robot. At a minimum the pre training review must:

- ascertain the individual's aspirations and interests with due consideration of the likely job outcomes from the development of new competencies and skills;
- consider the individual's existing educational attainment and capabilities;
- include assessment of literacy and numeracy skills;
- identify any competencies previously acquired (RPL, recognition of current competency (RCC) or credit transfer);
- ascertain that the proposed learning strategies and materials are appropriate for that individual; where the proposed learning includes portions delivered online, identify the individual learner's digital capability, including access to necessary technology, and where necessary identify steps to overcome any barriers in this regard;

If the student cannot complete the LLN test satisfactorily, then a Support Plan outlining additional support will be completed which includes the required action to be taken to assist the student to be able to complete the course. The Support Plan has the provision to schedule and document monitoring of the LLN areas of concern and to assist in the evaluation that recommended support has been adequate for the student.

2.2 Wattle College will ensure the following is met;

- A Pre-Training Review is completed by the relevant Trainer/Assessor within a specific vocational area for all Students at enrolment. Information and evidence concerning Recognition of Prior Learning (RPL), Recognition of Current Competence (RCC) or Credit Transfer (CT) is compiled. Existing educational attainment, capabilities, aspirations and interests are also identified to ascertain the suitability and relevance of the program. All parts of the Pre-Training Review Form must be completed by the Trainer/Assessor and Student.
- A support plan is created for the Student where an ACSF Level gap is identified. This Individual Support Plan to be completed during the duration of their studies at Wattle College.

3.0 Initial Assessment

3.1 A Wattle College Delegate will explain the process of Pre-Training Review and LLN Assessment;

3.2 The Delegate will make notes during the Assessment as verbal skills can be assessed during the entire session;

3.3 The Delegate will take note of Students questioning etc. and their overall speech levels as this is an area of Assessment verbal core skills and learning;

3.4 The Delegate will give verbal instructions on how to fill in the forms, Assessment items and assist as necessary;

3.5 The Pre-Training Review explores Students' aspirations and interests. Students are required as applicable to consider the following in assessing the aspirations and interests the following is to be discussed:

- Career aspirations
- Interests
- Strengths
- Weaknesses
- Reasons for enrolling into the course, including their expectations and objectives
- Likely job or further study prospects resulting from the training program

3.6 The Pre-Training Review for each Student also encourages Students to speak about their current skills and their expectation of the course. The Pre-Training Review ensures the Students enrolling into take into consideration their current skill levels and current competencies.

Assessing Current Skill Levels and Current competencies;

- Wattle College will ensure that Students understand the objectives of the course they are undertaking;
- Explores the Students' current competencies and provides them with the opportunity for these to be assessed through Recognition of Prior Learning (RPL) or Credit Transfer (CT) if they have achieved a unit/s in the past;
- Identify the support the Students' may require to successfully undertake the course
- Students' enrolling in the course can also refer to the Student Handbook and the website for details of the additional support services available.

3.7 During the PTR session, course information is provided. At a minimum, the information will contain:

- Course overview
- Training and Assessment information, and related educational and support services provided by Wattle College
- The estimated duration;
- The location/s at which it will be provided;
- The expected modes of delivery;
- The support services available for the Student;
- Current competency will be discussed;
- Fees, charges and refunds;
- Entry requirements required to enrol into their desired qualification
- Student Code of Conduct

- Student complaints and Appeals
- Student rights and responsibilities

3.8 If the Students learning strategy is identified and RPL/CT is offered, all the required documents for application will be collected and Student will be asked to complete an RPL/CT Application Form.

4.0 Language, Literacy and Numeracy Assessment (LLN) Assessment

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

4.2 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 and producing written documents. Wattle College Staff are recommended to study the information available at the following two sites:
https://www.education.gov.au/australian-core-skills-framework
www.precisionconsultancy.com.au/acs_framework

4.3 The LLN Assessment will assess the Five (5) Core Skills in the ACSF following areas.
- Reading
- Writing
- Numeracy
- Oral Communication
- Learning

The LLN Assessment is generated by LLN Robot. 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. The choice of which Assessment that each Student will undertake is an organisational one. Wattle College will use the ACSF Level 4 Assessment for Students. Any LLN Levels of a Student that are not at the required ACSF Levels for the qualification will have an LLN Gap, the LLN Robot will generate additional individual Student support material which will be provided to the Student to complete during the course of their training in the form of a Training Supplement. The Trainer will discuss this with the Student and assist them to complete the LLN Supplement over the course of their studies as an Individual Support Plan.

4.4 In the event that a Trainer and Assessor identifies Students with LLN difficulties, they will implement appropriate strategies to assist them with their learning and;

- Students will be provided with advice and support services in the provision of LLN assistance services
- Students or potential Students who have been identified as requiring support with LLN will not be discriminated against
- Those Students that require or request additional LLN support will be referred to professional organisations
- LLN needs are identified and development within the course materials and Assessment tools by qualified Trainers and Assessors
- Relevant Staff will be provided with the necessary training to ensure they have the skills required to manage with LLN issues as they arise
- The confidentiality of Students who require additional support services and appropriate strategies are in accordance with our Privacy Policy.