

What you need to know – key take outs

The purpose of this policy is to ensure that all students are provided with learning pathways that meet their individual language, literacy and numeracy skills. ITeC Academy will;

- Assess a student’s language, literacy, and numeracy (LLN) skills prior to their enrolment to ensure they have adequate skills to complete the training.
- Support students during their study with training and assessment materials and strategies that are written in plain English and suitable to the level of workplace skills being delivered.
- Provide clear information to students about the detail of the language, literacy and numeracy assistance available.
- Refer students to external support services that are beyond the ITeC Academy resources.
- Negotiate time extensions to complete training programs if necessary.

Always read this policy in conjunction with the related procedures identified below.

Policy principles	ITeC Academy will implement a systematic approach to identifying learner’s Language, Literacy and Numeracy needs within the resources of ITeC Academy and facilitate support strategies to maximise individual learner outcomes.
Purpose	The purpose of this policy is to ensure that ITeC Academy is equipped and able to determine the needs of students with regards to Language, Literacy and Numeracy skills so that it can best meet the student’s individual needs.
Risk statement	IRT and ITeC Academy have low risk appetite for failing to meet our legislative obligations.
Scope	The scope of this policy covers all ITeC Academy students, employees, contractors and/or third parties acting on behalf of ITeC Academy and potential ITeC Academy students.
Related procedure	Full procedure is outlines in the ITeC Academy Procedure Manual Section; <ul style="list-style-type: none"> - Language, Literacy and Numeracy Assessment
Related documents	<ul style="list-style-type: none"> • LLN Assessment/Screening Tool – LLN Robot
Compliance requirements	<ul style="list-style-type: none"> • National Vocational Education and Training Regulator Act 2011 • Standards for RTOs 2015; <ul style="list-style-type: none"> ○ Standard 1 ○ Standard 5

Policy owner	General Manager ITeC Academy
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1 Regulatory Standards and relevant legislation

This policy has been written to align with the Standards for RTOs 2015 and other relevant legislation and regulations. The following table explains the link between this policy and the relevant external requirements.

Standard / legislation	What this means
National Vocational Education and Training Regulator Act 2011	<p>The National Vocational Education and Training Regulator Act 2011 is legislation that establishes the Australian Skills Quality Authority (ASQA) as the national regulator for the vocational education and training (VET) sector.</p> <p>ASQA is tasked with ensuring the quality and consistency of VET services across Australia.</p> <p>ASQA has powers to investigate complaints, conduct audits of providers, impose sanctions for non-compliance, and revoke registrations or accreditations where necessary to protect the integrity and quality of the VET sector.</p>
Standards for RTOs 2015	<p>SRTO1. The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.</p> <p>SRTO 5. Each learner is properly informed and protected.</p>

2 Language Literacy Numeracy Skills Assessment

2.1 Needs Assessment

- Learner needs are identified through assessment of their skills via the following;
 - Enrolment information.
 - Interview
 - LL&N needs assessment (*applicable to full qualifications*).

For full qualifications; assessment will be facilitated using an online assessment tool provided by LLN Robot or other approved assessment tool. This occurs during the enrolment process.

The LL&N Assessment Summary Report is saved in the Student Management System.

Consideration of student characteristics and needs are also undertaken including but not limited to;

- Relevant prior training and/or employment.
- Educational background.
- Learning styles.
- Physical or intellectual ability.
- Language, literacy, and numeracy levels.
- Location.
- Cultural or ethnic background.
- Socio-economic factors.
- Family.

LL&N levels applicable to accredited training products on the ITeC Academy scope of registration are listed in the Training and Assessment Strategy. The level is used as an indicator to identify if a student may have LL&N gaps and support strategies (within the RTO's resources) can be developed and applied to meet the individual needs of the student. Consultation between the student, trainer and/or the RTO Manager is key to ensuring students are being supported and enabled to meet the course requirements.

Trainer/Assessors have access to the assessment results and will determine (where appropriate with the support of the RTO Manager) available resources that will meet the student's individual needs.

In the event that a student's LL&N skills are materially below the requirement of the course they may be offered one of /combination of the following;

- Reattempt the LL&N assessment
- Recognition of prior learning for students with significant work related experience and available verifiable evidence
- Interview the student.
- If the needs of the student are determined to be within the scope of the RTO, ITeC Academy will develop a strategy to assist the learner.
- Examples of support services within the scope of the RTO's resources including but are not limited to;
 - Negotiate an extension of time to complete training programs if necessary
 - Additional student support sessions
 - Provision of additional recordings
 - Increased duration of work placement
 - Extended timeframes to complete assessments
- Discuss available external services with the student. These services may be engaged concurrently with the course undertaking or consecutively dependent on the consultation of the "best fit" approach with the student. ITeC Academy will provide referral support to external language, literacy and numeracy support services that are beyond the support available within IRT Academy resources.

For short courses; assessment will be based on the student's ability to complete the RTO enrolment documentation and interaction with the student (as appropriate). In the event the student's LL&N skills are materially below the requirement of the course one/combination of the above will be applied.

3 Support Planning & Implementation

3.1 Support Plan

Training and assessment staff will integrate support strategies with relevant learning and assessment strategies. Individual support plans may be developed dependent on the scope of the support agreed to. The RTO Manager approves all individual student support plans and strategies.

3.2 Support Service/s Implementation & Monitoring

All support strategies are to be documented in the student information in the RTO's Student Management System and ongoing progress notes implemented at agreed intervals.

The Trainer/Assessor will monitor the effectiveness of the planned support and determine if the strategy requires improvement or alternative measures are required.

The RTO Manager will make the decision on such recommendations.

4 Continuous Improvement

As part of ITeC Academy's Continuous Improvement Activities including review of student feedback, the experience and results of student support strategies will be reviewed by the RTO Leadership team to determine overall effectiveness of the strategy/s, the requirement for improvement and associated actions. This could include modification to available resources, facilities or equipment or establishing new partnerships with external services for example.

In practice example:

An individual enrolling into an IRT Academy Certificate III in Individual Support completes the LLN Robot Assessment Tool online. The results are reviewed by the Trainer/Assessor for the course and the results indicate that the individual has gaps in their LLN capabilities to meet the course requirements. An interview is conducted with the student and it is determined that the student would benefit from additional work placement duration and access to class recordings to review content. This plan is discussed with the RTO Manager, who approves it. The Trainer/Assessor documents the plan in the Student Management System and updates the student's progress against the plan monthly as agreed.

5 Roles and responsibilities

Role	Responsibility
Policy Owner – General Manager ITeC Academy	Ensuring the currency and appropriateness of the policy to meet regulatory and legislative requirements.
Policy Monitor – Compliance Manager	Review operational compliance with policy. Prepare draft policy improvements.
Policy Monitor – RTO Manager	Ensure day to day implementation and compliance with policy.
Implementation – Trainer/Assessors	Implement policy procedure requirements as per IRT Academy Procedure Manual.
Implementation Administration Team	Implement policy procedure requirements as per IRT Academy Procedure Manual.

6 Definitions

In this Policy, words have the following meaning:

Term	Definition
RTO	Registered Training Organisation
LLN	Language, Literacy and Numeracy