



LANGUAGE, LITERACY AND NUMERACY POLICY

PREAMBLE

The purpose of the Language, Literacy and Numeracy (LLN) Policy is to ensure that educational programs developed by the College are in accordance with language, literacy, and numeracy requirements unit descriptors and that students with special learning needs are adequately supported through the completion of their course.

In keeping with Government legislation in relation to access and equity and the College's Policy on access and equity, the College undertakes to provide language, literacy and numeracy support for students who may require such support.

The College has a high proportion of overseas students with English as a second language. All our courses are delivered in English so it is essential that students have adequate language, literacy and numeracy skills to cope with the demands of the course in which they enrol.

DEFINITIONS AND ACRONYMS

“College” means Australian Pacific College and APC Design School.

“Language” means the tools we used to communicate with one another in many different situations and for many different reasons. Language involves speaking, listening, reading and writing.

“Literacy” means the ability to read and use written information. It means being able to recognise, read and interpret documents, signs etc.

“Numeracy” means being able to carry out mathematical operations and includes knowing when to use mathematics, what mathematics to use and how to do it.

“Overseas Student” means a person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act.

“Policy” means this Language, Literacy and Numeracy Policy.

1. SCOPE

1.1 This Policy applies to all College staff involved in the development, delivery, assessment and review of training. The following sources were considered in the development of this Policy:

- a) Standards for Registered Training Organisations (SRTO2015);
- b) Department of Education Skills and Employment;



- c) Training.gov.au website; and
- d) ELICOS National Standards.

2. AIM

- 2.1 The aim of this Policy is to ensure that Language, Literacy and Numeracy (LLN) needs that are identified in each training package are developed into the learner materials and assessment tools. It also aims to give Trainers and Assessors information on how to identify students with special learning needs and the resources to adequately support them through the completion of their training.

3. POLICY

- 3.1 The College has the responsibility to ensure that:

- a) LLN needs are identified and developed within the course materials and assessment tools by qualified Trainers and Assessors;
- b) relevant employees are provided with the necessary training to ensure they have the skills required to manage with LLN issues as they arise;
- c) administration staff will endeavour to ascertain students LLN information prior to course commencement and;
- d) in the event that a Trainer and/or Assessor identifies students with LLN difficulties, they implement appropriate strategies to assist them with their learning and;
- e) students are provided with advice and support services in the provision of LLN assistance services;
- f) the confidentiality of students who require additional support services and appropriate strategies are in accordance with our Privacy Policy;
- g) students or potential students who have been identified as requiring support with LLN are not discriminated;
- h) those students that require or request additional LLN support that the College can't provide are referred to professional organisations.

- 3.2 For entry to vocational courses, Overseas Students with English as a second language must be able to demonstrate an English proficiency equivalent to 5.5 IELTS. In addition domestic VET students should provide evidence of completion of Year 11 or equivalent to demonstrate that their literacy and numeracy skills are adequate. Provision of evidence of recent study or employment that requires literacy and numeracy skills will be acceptable. If students are unable to provide this evidence the College may require them to undertake an aptitude test to assess literacy and numeracy levels.

- 3.3 The College requests that students notify it of any special assistance they may require in relation to literacy and numeracy. If additional charges apply e.g. for a scribe or for additional equipment, the College undertakes to notify the student prior to the commencement of the course.



- 3.4 The College recognises that assistance with literacy and numeracy and language may be necessary during some courses or programs as on-going language support is critical to the retention and success of Overseas Students.

4. IMPLEMENTATION

- 4.1 The Admissions Officer is responsible for acting upon information obtained in the enrolment process where LLN and other individual needs are identified. Where individual needs are identified, action can be taken during the delivery of the training program and the assessment process to assist the participant by way of:
- a) Discussion between the participant and an academic management team member to identify participants' particular needs
 - b) Reasonable adjustment of the training program delivery and assessment methods to suit these needs.
 - c) One-on-one support provided during the training program, delivery and progress monitored by the academic management staff to promote successful learning outcomes.
- 4.2 Identification of training needs is to be based on English language, literacy and numeracy competencies, which are needed to participate effectively in the College's training programs. The College will endeavour to obtain LLN information before the commencement of the course/unit although the participant's individual needs may not be identified until after the course /unit has commenced.
- 4.3 The College endeavours to equip the participant to write sufficiently to undertake the tasks of the profession. The Admissions Officer will consult with the Assistant Academic Managers to analyse the necessary requirements to meet the participant's individual needs. Where these needs cannot be met, a refund will be given to the participant.
- 4.4 Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, the College will direct participants to an external literacy specialist.
- 4.5 Students are requested to declare any learning disabilities/ language requirements as a part of the enrolment process. Once such requirements are identified, relevant staff are alerted to the students' requirements and remedial processes can be implemented.
- 4.6 The College assesses the student's English language skills in an initial assessment session prior to the commencement of each term. These results are collated and 'at risk' students are identified. Students with insufficient English proficiency are required to undertake additional English studies.
- 4.7 Students are offered specified assistance in the form of study skills and tutorial sessions. These are incorporated into the academic program over each semester. These sessions may have a particular emphasis on essay and report writing, writing



skills, referencing and plagiarism. As a follow-up, individual tuition is provided on a one-to-one basis geared to the needs of each student. This may include assistance with oral presentations, editing of assignments and preparation techniques for exams. This support is provided during Plus and Boost classes at the School of English which provide language support for the students. At-risk students are also encouraged to attend additional writing classes/lessons.

- 4.8 All students and relevant College staff are informed of this Policy. Copies of this Policy are in the policy directory and published on the College website.
- 4.9 All information relating to participants gathered during needs identification, training and evaluation will remain confidential.
- 4.10 Participants will have access to any information gathered by the College about them as defined in the College’s Privacy Policy.

POLICY REVIEW

This Policy will be reviewed as part of the College’s three (3) yearly review cycle or as legislation requires.

RELEVANT LEGISLATION

This document references the following legislation, regulations, codes and standards:

Relevant Legislation/codes/standards	
Commonwealth	Standards for Registered Training Organisations (SRTO2015)

RELATED POLICIES AND PROCEDURES

This document references the following College policies and/or procedures:

Related Policies and Procedures	
Policies	Privacy Policy

KEYWORDS

Keywords	Language, literacy, numeracy, IELTS, training
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POLICY OWNER

Policy Owner	Learner Innovation Enterprise Unit
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POLICY/PROCEDURE HISTORY

Policy History			
Current version	Current version release date	Author	Description of changes
Language Literacy And Numeracy Policy V2.0r	March 2012	Sharon Luhr and Carolin Long	Merged policies from different providers into 1 policy
Language Literacy And Numeracy Policy V2.1r	May 2015	Sharon Luhr and Carolin Long	Updated to new letterhead
Language Literacy And Numeracy Policy V2.2r	January 2019	Sharon Luhr	Added version history corrected typos
Language, Literacy and Numeracy Policy v2.2R(APC)	June 2019	Sara Gaudry	Update of letterhead and format of Policy. Addition of "Definitions and Acronyms", "Relevant Legislation", "Related Policies and Procedures", "Keywords" and "Policy Owner". No change to the content of the Policy.
Language, Literacy and Numeracy Policy v2.3R(APC/APC Design School)	October 2020	Sara Gaudry	Update of letterhead, addition of APC Design School and removal of APTT. No change to content.
Language, Literacy and Numeracy Policy v2.4R(APC/APC Design School)	February 2021	Sara Gaudry	Minor amendments to policy. No change to substance of policy.