

Policy and Procedure:

Language, Literacy and Numeracy (LLN) and Other Learner Needs

Objective:

This policy is designed to provide information to applicants, Students and other stakeholders such as the employers, about the Australian Institute of Fitness' (AIF) commitment to ensuring that its enrolling Students have the appropriate skills to succeed in their selected course including language, literacy and numeracy, how AIF diagnoses the Student's skills as part of the application and enrolment process and the range of support services available to all Students enrolled at AIF.

AIF is committed to ensuring that its practices are as inclusive as possible and do not unreasonably prevent any individual from accessing or progressing in its training programs. This policy and procedure also outlines the way that AIF supports a positive and productive learning experience for all Students, including those:

- Requiring additional support to undertake their studies and/or complete their assessments due to an identified study or learning barrier and/or
- With medical conditions and/or
- With disabilities.

Effective Date:

22 February 2022

Definitions:

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

ACSF means the Australian Core Skills Framework.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

LLN means language, literacy and numeracy which is defined as an individual's ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function in the workplace and in society, to achieve one's goals, and develop one's knowledge and potential.

Literacy means an individual's ability to read and write in English.

Student means an enrolled learner that has agreed to use the services provided by AIF. The Students are also referred to as 'Newbies' for applicants and 'Warriors' for enrolled Students.

VET means vocational education and training.

Policy:

The policy and procedure ensures that all AIF staff involved in administering and reviewing the results of Language, Literacy and Numeracy (LLN) and other academic testing completed by Students, are aware of their roles, obligations and responsibilities when conducting these tasks.

All Students are encouraged to make use of AIF's academic and non-academic support services whenever required, to ensure their studies are conducted and completed without undue stress or concern.

**Responsibilities
and
Accountabilities:**

This version of the policy and procedure and any amendments to related documents, have been authorised by AIF's Chief Executive Officer (CEO). The General Manager - Training, as delegated by the CEO, is responsible for ensuring this policy and procedure is implemented at all times across AIF and ensuring that all staff are fully trained in its operation.

AIF's Compliance Manager is also responsible for ensuring this policy and procedure and related documents are maintained and up to date through an annual revision, as well as through any ongoing quality activities including audits and feedback.

In accordance with the AIF Code of Conduct, any breach of this policy is dealt with seriously and may result in disciplinary action including termination of employment, depending on the severity of the breach.

Where Team Members consider that significant departures from the principles of this policy have occurred, they are obligated to report it immediately to their Line Manager or iExec Team Member. Failure to do so constitutes a breach of this policy & AIF Code of Conduct.

Procedure:

AIF is committed to ensuring each Student achieves their highest performance throughout their studies. A key strategy of meeting this commitment, is offering a range of customised academic and non-academic support services, that may be accessed as required. These services are offered by personnel with expertise and accordingly, may be either internally to AIF, AIF or externally provided.

To determine the mix and range of support services, AIF always screens Students' suitability to participate in their course of interest, as part of the enrolment process (refer to Application and Enrolment policy and procedure). This includes their Language, Literacy and Numeracy (LLN) and other foundation skills relevant to the course of interest, in particular against their core skills as defined in the Australian Core Skills Framework (ACSF) of:

- Reading
- Writing
- Oral communication
- Numeracy
- Learning

LLN Assessment

All full qualification Students must undertake a current Language, Literacy & Numeracy (LLN) Assessment during their onboarding, unless:

- The Student is applying to enrol in a VET Support Loan Diploma program (refer to VSL section below), or
- Within the past 6 months, has completed an AIF LLN Assessment at the level or higher to the qualification seeking to apply and was determined as suitable for enrolment.

Until AIF is satisfied that the Student has the appropriate LLN skills to succeed or with assistance, is very likely to succeed, the Student is not a 'completed enrolment'.

AIF has its own LLN Assessments, prepared for the Certificate III and IV qualification levels and uses the RTO Robot for its VSL approved Diploma level qualifications. All tools are mapped and benchmarks provided to the ACSF against all core skills, appropriate for a role in the industry at that level (refer to specific LLN Assessment Tools for ACSF rankings).

All of the Student's LLN skills except for oral communication and learning are assessed by the Support team via a written questionnaire, with the oral communication and learning skills assessed as part of the initial suitability interview, or Chat, conducted by the Career Gurus. Internally trained staff conduct the assessment in a manner convenient to the applicant and in turn, the Coach confirms all assessment result given that they hold the *TAELLN411 Address adult language, literacy and numeracy skills*. Where the overall score does not meet AIF's benchmark, the Coach will advise of the next step after reviewing the Score Card and in liaison with the individual. This typically is re-assessment undertaken by the Coach from which the Coach will:

- recommend enrolment and develops a support plan with the individual
- does not recommend enrolment and recommends alternative pathway.

The LLN Assessment results are recorded in aXcelerate, with a Note against the Student.

If a Student achieves less than the benchmark score of 70% across any of the ACSF Core Indicators, the Support team will refer the Newbie for a discussion with their designated Coach. Based on the Coach's professional judgement, the Newbie may:

- Be eligible to enrol with supports, recorded in an Individual Learning Plan (refer below), OR

- Not be eligible to enrol as the Coach determines that the individual is not ready to undertake studies at that level and refers the Newbie to their Career Guru to discuss alternative options, which may include referral to an alternative training provider to AIF.

The number of LLN Assessment re-attempts by a Newbie is at the Coach's discretion.

On a monthly basis, the Training Team Leader will check and confirm the currency and effectiveness of the strategies in place with the Coach and record their quality check on the Training Team Leader Checklist.

Student Support List of Services

The range of AIF academic and LLN support services include, but are not limited to:

- Flexible scheduling and delivery of training and assessment
- Study support and study skills sessions, such as the weekly 'Fun-torial' tuition session, available every Friday across AIF campuses
- Warrior Focused sessions: 15 minute pre- and post each session for individual student support, including clarification of learning or assessment requirements
- Learning and assessment materials in alternative formats, for example, in large print
- Language, literacy and numeracy (LLN) direct support on a 1:1, group or class mode
- Any other LLN services that the Coach considers necessary to support the Student to achieve competency, through identification and mutual agreement by the Coach and the Student.

AIF also offers a range of non-academic supports to each Student whilst enrolled at AIF. These are listed within AIF's Progression and Intervention policy and procedure.

All Students are made aware of the range of academic and non-academic support available to them through AIF's Student Support List, which is published on Moodle, AIF's Learner Management System. Students are advised of this List's location and how to access it as part of their Kick Start activities and within the AIF Student Handbook.

The range of academic services provided by AIF are at no charge to all Students. Where external agencies charge a fee, these are published in the Student Support List.

The Student Support List is reviewed on an annual basis.

Individual Support Plan

An Individual Support Plan is developed when:

- A Student achieves less than the required LLN score through the LLN Assessment however it is determined that the Student is likely to succeed with support in place and/or
- When an individual Student self-identifies as requiring support on their Online Enrolment Form, and/or
- When a Coach identifies additional learning needs through the ongoing engagement with the Student.

On a monthly basis, the Training Team Leader will check and confirm the currency and effectiveness of the strategies in place with the Coach and record their quality check on the Training Team Leader Checklist.

Reasonable Adjustments

The purpose of reasonable adjustment is to make it possible for Students to participate fully. It is not to give Students with a disability or other learning needs any advantage over others, nor to change course standards nor outcomes nor to guarantee success.

AIF acknowledges that reasonable adjustment in teaching, learning and assessment needs to be justifiable and uphold the integrity of the qualification. This means that, wherever possible, reasonable adjustments are made to the learning and/or assessment process to meet the needs of the individual Student. In certain cases, Students that request reasonable adjustment will be required to provide third-party evidence of the stated condition to be eligible for reasonable adjustment, at the discretion and in the form requested by the Training Team Leader.

Applying for Reasonable Adjustment

AIF has a dedicated process to manage queries in relation to Students who are requiring additional support. All Students are advised as part of the application and enrolment procedure to follow the steps detailed below:

- Speak to their Coach in the first instance if a need has yet to be established through the application and enrolment process
- The Coach will present the case to the Training Team Leader who will make contact with the Student and advise of any evidence that is required, based on the individual circumstances
- The Team Training Leader will consider the request and evidence, and where accepted, will organise an Individual Learning Plan to be prepared by the Student's Coach and the Student, with mutually agreed support strategies.

On a monthly basis, the Training Team Leader reviews all Individual Learning Plans in place to ensure that the agreed strategies are being

followed and to provide any further support to the Student and Coach if required to modify the strategies.

Study Modifications

Reasonable adjustment may require something as simple as changing classrooms, so a Student is closer to amenities, or installing a particular type of software on a computer for a person with vision impairment.

AIF will consider and put in place appropriate adjustments that do not discriminate for the individual Student nor their colleagues. These may include:

- Customising learning and/or resources and activities
- Modifying the presentation medium
- Modifying or providing special equipment such as special computer software and keyboard and large screen monitors
- The provision of special assistance, such as an interpreter for hearing impaired candidates
- The adaptation of the assessment methodologies, without weakening the integrity of the assessment system. For example, AIF may allow of extra time to complete assessments, or may vary question and response, e.g. using oral questioning instead of written questions
- Providing an amplified phone for an individual who is hard of hearing
- Providing a digital recorder for someone who finds it difficult to take written notes
- Providing increased font size in documents for an individual with vision impairment, and
- Providing a stand up workstation for an individual with a back injury.

Fees

There are no fees associated with any reasonable adjustment activity.

Appealing a Decision or Treatment

AIF will consider all reasonable avenues to support a Student, without the provision of preferential treatment, including seeking external expert advice. In making their decision, the Training Team Leader ensures that AIF's Access and Equity policy and procedure is upheld.

Students who do not feel that AIF has sufficiently considered their request for reasonable adjustment may lodge an appeal, in line with AIF's Complaints and Appeals Policy and Procedure.

NSW Smart and Skilled Program - Additional Requirements:

In accordance with its Access and Equity policy and procedure and the procedure for identifying any learner needs through the enrolment process, AIF demonstrates its commitment to support the additional needs of all students, including the most disadvantaged who opt to (and are confirmed as eligible through AIF's Application and Enrolment policy and procedure) undertake training through a Smart and Skilled subsidised place, including:

- People with a disability
- Aboriginal or Torres Strait Islander people
- Individuals who are long term unemployed.

Where learning needs are identified through the range of AIF strategies (including self-identification on the Online Enrolment Form, through the LLN Assessment and through the interaction with the Student's Coach) and in accordance with its Student Support and Intervention policy and procedure, the Coach establishes an individualised Student Support and Progression Training Plan with each identified Student.

AIF uses its Smart and Skilled Loading funding, in addition to its own funded resources, to offer additional support to the Student.

VET Student Loans (VSL) - Additional Requirements:

AIF ensures that all Students applying for a VET Support Loan undertake an assessment of their Language, Literacy and Numeracy skills as part of their application for enrolment process (refer to Application and Enrolment Policy and Procedure). In summary, AIF assesses all Students against the following scenarios:

Scenario 1: A Student Who Presents Tertiary Certification Documentation:

- Provides their International Baccalaureate Diploma Programme (IB) diploma or evidence of successful completion of a qualification that has been delivered in English and was at level 4 or above in the Australian Qualifications Framework (i.e. Certificate IV or higher qualification) or at a level in a framework that preceded the AQF that is equivalent to level 4 or above in the AQF, or has been assessed by a Federal, State or Territory government agency which assesses overseas qualifications (or an organisation contracted by such an agency to undertake such assessments) as equivalent or comparable to a qualification at level 4 or above in the AQF, or a qualification at a level in a framework that preceded the AQF that is equivalent to level 4 or above in the AQF, **and in addition to submitting one of the above**
- Is required to complete AIF's Diploma level LLN assessment to a satisfactory level as determined by AIF's Support team and Coaches, which confirms that AIF reasonably believes the Student is academically suited to undertake the course.

Scenario 2: A Student Who Does Not Present Tertiary Certification Documentation:

- Must display competence at or above Exit Level 3 in the Australian Core Skills Framework in both reading and numeracy through completion of the **LLN Robot assessment tool** and on assessment of the outcomes, it is the professional judgement of AIF that the applicant displays the required competence and academic suitability to progress and complete their course.

Documents obtained or assessments undertaken for the purposes of determining a student's academic suitability are retained for at least five years on the Student's file in aXcelerate.

Commitment to Administer the LLN Assessment

AIF is committed to the delivery of the LLN assessment for all applicants with honesty and integrity.

Sharing of Applicant's LLN Analysis Results

AIF ensures that the results of the LLN assessment undertaken as part of the pre-enrolment process are reported to the applicant as soon as possible after the assessment has been completed. In addition, AIF is committed to also reporting these results to the Secretary as required and in the form, manner and by the requested time as specified by the Secretary.

VET in Schools (VETiS) Additional Requirements:

Where secondary school Students are interested in enrolling into an AIF VETiS course, the Regional General Manager will determine the most appropriate officer to undertake the Oral Assessment of the Student to inform the LLN ScoreCard. This may be an AIF Coach or a school staff member and is usually the officer involved in the enrolment/information session. This officer is required to record the LLN oral results in the LLN Oral Assessment Report (VETiS only) and forward the report to the Support team. It is the Support team's responsibility to follow the standard AIF's LLN Assessment procedure so as to complete the LLN Score Card including involving the Coach/es to determine the final outcome and/ determine where the Student may not have satisfied the benchmark requirements.

As Students enrolled in VETiS are also enrolled secondary school Students, in addition to the support services on offer through AIF (as listed on the Student Support List), they have a range of school supports available to assist in course progression. These vary from school to school but may include:

- School VETiS Coordinator and/or for SA Students, the Northern Adelaide State Secondary Schools' Alliance (NASSSA) Coordinator
- School Counsellor and/or
- School Career Practitioner.

Students are reminded of these supports through AIF's Student Support List.

Publication:

This Policy and Procedure is available through the ihub and summarised within the Student Handbook.

Related documents:

Student Support and Progression Training Plan, with Individual Learning Plan template
Student Support List
LLN Assessment Tools (AIF prepared: Certificate III to Diploma level)
LLN Assessment Guidelines (AIF prepared: Certificate III to Diploma level)
LLN Robot (external LLN assessment tool - VSL only)
LLN Oral Assessment Report (VETiS only)
Complaints and Appeals Form

Student Handbook
Team Member Handbook

**Associated Policies
and Procedures:**

Application and Enrolment policy and procedure
Access and Equity policy and procedure
Quality Training and Assessment policy and procedure
Student Support and Progression policy and procedure
Complaints and Appeals policy and procedure

Amendments:

Version	Date	Descriptor
V2.0	22 July 2021	Introduced the assessment of the applicant's oral and listening skills as part of Career Guru Chat
V3.0	11 January 2022	LLN Assessment final outcome is confirmed by a Coach currently holding the TAELLN401
V3.1	22 February 2022	VSL additional requirements section - Commitment to administer the LLN Assessment and Sharing of Applicant's LLN Analysis Results

Authorised by:

Title: Head of Compliance and Training
Date Authorised: 22 February 2022