

MCOHB Language Literacy and Numeracy Policy

1.0 Purpose:

- 1.1 This policy details the Melbourne College of Hair and Beauty (MCOHB) practices in identifying a learner's Language Literacy and Numeracy (LLN) level as an entry requirement to enrol in their chosen VET qualification and or course, and the level of assistance that the RTO will provide to the learner when their LLN level does not meet the required standard.
- 1.2 The term 'language, literacy and numeracy' refers to five core skills: 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.
- 1.3 It is essential that learners have sufficient language, literacy, and numeracy (LLN) skills to successfully participate in training and assessment.
- 1.4 Trainers and assessors need to be aware of the LLN skills of a learner; the LLN requirements of a Training Package; and the industry's expectation of LLN skills of its workforce in order to deliver training and conduct assessment.

2.0 Relevant legislation

- 2.1 The following Acts and instruments are relevant to the administration and management of LLN assessment:
 - *Standards for Registered Training Organisations (RTOs) 2015*
 - AQF Policy Manual 2nd edition 2013
 - *National Code of Practice for Providers of Education and Training to Overseas Students 2018*
 - <https://www.dese.gov.au/vet-student-loans/language-literacy-and-numeracy-lln-assessment-tool-information>

3.0 Responsibility

3.1 The Director of Studies is responsible for the implementation of this policy and procedure and will work closely with the Head Teacher for English concerning the development and administration of Language Literacy and Numeracy assessment for students of the RTO.

4.0 Definitions

Australian Core Skills Framework (ACSF)	The Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.
ACSF entry level	ACSF entry level is a threshold at which students/applicants demonstrate that they have achieved a sufficient level of core skills to be able to access and complete a chosen course.
Assessment	Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or a vocational education and training (VET) accredited course.
Assessment instrument	Developed by an assessor as part of formative or summative assessment activities; includes: <ul style="list-style-type: none">• profiles of acceptable performance measures• templates and proformas• specific questions or activities• evidence and observation checklists• checklists for the evaluation of work samples• recognition portfolios• candidate self-assessment materials. Also includes tools developed elsewhere that have been modified by the assessor for use with a particular learning group.
Assessment evidence	Refer to "Evidence (Assessment)"

Assessment judgement	The exercise conducted by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence, and whether the candidate is competent or not yet competent based on the evaluated evidence.
Assessment materials	Any physical and documentary resources that assist in any part of the assessment process. They may include information for the candidate, the documented competency standards or other documented assessment benchmarks, other related documentation impacting on assessment, the assessment tools, assessment exercises/activities, equipment and tools and any other resources for the quality assurance arrangements of the assessment system.
Assessment method	The particular technique or techniques used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third-party feedback, portfolios and review of products.
Assessment process	The series of key steps in the assessment cycle, including agreeing outcomes with stakeholders and learners/candidates; design and development of measures, tools and instruments; use of tools; and evaluation of the results of assessment for the purpose of continuous improvement of the assessment process.
Assessment report	The report written by the assessor after the assessment decision has been made and recorded. An assessment report may include; personal details of the candidate; details of assessment events/activities; dates, times, venues, etc.; details of assessor's evidence; completed assessment tools; documented feedback to and from the candidate; justification of decision; summary of candidate's action plan; other critical information including appeals and outcomes (if relevant); sign-off by assessor and candidate; electronic/paper reports to funding bodies. This report is usually in the form of an assessment summary cover sheet.
Assessment requirements	An endorsed component of a training package that underpins assessment and that sets out the performance evidence, knowledge evidence and assessment conditions required to show competency.

Assessment strategy	A documented framework to guide and structure assessment arrangements for a VET qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment-only pathway (RPL) it is a separate document.
Assessment system	A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations, are consistent, fair, valid and reliable, and may include: grievances and appeals processes; validation systems and processes; reporting/recording arrangements; acquisition of physical and human resources; administrative procedures; roles and responsibilities; partnership arrangements; quality assurance mechanisms; risk management strategies; and documented assessment processes.
Assessment tool	Both the instrument and the instructions for gathering and interpreting assessment evidence: <ul style="list-style-type: none"> • instruments/s – the specific questions or activity developed from the selected assessment method/s to be used for the assessment (a profile of acceptable performance and the decision-making rules for the assessor may also be included) • procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.
Benchmarks for assessment	The criterion against which the candidate is assessed. May be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Candidate	The person presenting for an assessment.
Client	A person (learner/candidate) or an organisation that uses or purchases training and/or assessment services.
Code of practice for assessors	The code of practice based on an international code of ethics and practice, developed by the National Council for Measurement in Education (NCME). The code formed part of the <i>TAE10 Training and Assessment Training Package Assessment Guidelines</i> .

Competency	The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.
Competence (Competent)	An individual is considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the workplace, assessed benchmarks or the training package requirements. When assessed is recorded as “ COMPETENT or C ”. Both workplace and off the job training and assessment aim to ensure that individuals participating in the training have the competence to undertake their work role to the standard expected in a range of employment situations.
Competency-based assessment	Assessment in which the assessor makes a judgement of competency (competent or not yet competent) against clear benchmarks or criteria such as a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications. Competency-based assessment may be contrasted with assessment in which candidates are compared to others or graded, for example.
Competency standard	The requirements for effective workplace performance in a discrete area of work, work function, activity or process that are used as the basis for defining learning outcomes and the benchmarks for assessment within the VET sector. Competency standards are expressed in outcome terms and aim to reflect the standards of performance required in the workplace. Competency standards have a standard format and are also referred to as units, units of competency, competencies, and competency specifications.
Credit transfer	The agreed value of the achievement or partial achievement of one qualification when related to another qualification. This value translates to the learner as equivalent to an exemption from undertaking a component or components of the destination qualification based on the acceptance that these components have already been successfully completed through previous formal study. This exemption reduces the amount of time and learning required in achieving the second qualification.

Criterion referencing	In the context of assessment, determining a grade (in the case of graded assessment) or making a judgement of competency (in the case of competency-based assessment) with strict reference to predetermined learning standards or criteria. Criterion referencing may be contrasted with norm referencing.
Direct observation	An assessment method that involves opportunities to view real work/real-time activities in the workplace or work activities in a simulated workplace environment.
Endorsed components of training packages	The parts of a training package that are formally recognised as meeting the identified training and assessment needs of an industry/industry sector or enterprise. These endorsed components are qualifications, units of competency, assessment requirements and credit arrangements.
Evidence guide	<p>A former part of the competency standard that provided advice to inform and support assessment of the unit including assessment of required/underpinning knowledge, skills, and key competencies necessary for competent performance. The evidence guide identified critical/specific evidence requirements, assessment resource implications and other relevant information.</p> <p>Part of the documented assessment plan, the guide documents the evidence requirements of the competency standard, information regarding who will collect the evidence, and the time period involved.</p>
Formative assessment	Including <i>diagnostic assessment</i> , is a range of formal assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve learner progress. The goal of a formative assessment is to “ <i>monitor student learning</i> ” to provide ongoing feedback that can help learners identify their strengths and weaknesses and target areas that need work. It also helps the trainer recognize where learners are struggling and address problems immediately. Formative assessment typically involves qualitative feedback (rather than scores) for both the learner and trainer that focuses on the details of content and performance. Formative assessment is commonly contrasted with summative assessment.

<p>Foundation Skills</p>	<p>Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training. They describe the language, literacy, numeracy (LLN) and employment skills that are essential to performance and are explicitly identified in the foundation skills field of a unit of competency, which:</p> <ul style="list-style-type: none"> • identifies the essential foundation skills that are not explicit in the performance criteria of the unit • describes the application of each skill in context of the performance criteria • should be considered as an integrated part of the unit for assessment purposes. <p>The language, literacy and numeracy skills are represented by the five core skills set out in the Australian Core Skills Framework (ACSF): Learning, reading, writing, oral communication and numeracy.</p>
<p>Learning</p>	<p>An active process of the acquisition of skills, knowledge and emotional dispositions that is influenced by external contributions, but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.</p>
<p>Moderation</p>	<p>Moderation is a quality assurance process by which an individual or group not involved in setting or marking an assessment task confirms that assessment is continuously conducted with accuracy, consistency and fairness.</p>
<p>Norm referencing</p>	<p>In the context of assessment, determining the candidate's rank or percentile with reference to the achievement of others, usually on a bell curve distribution of group scores. Norm referencing may be contrasted with criterion referencing.</p>
<p>Not Yet Competent (NYC)</p>	<p>An individual is considered Not Yet Competent when they are unable to consistently apply their knowledge and skills to the standard of performance required in the workplace, assessed benchmarks or the training package requirements. When assessed is recorded as "NOT YET COMPETENT or NYC".</p>
<p>Pre-training Review (PTR)</p>	<p>Pre-training Review (PTR) is the process of determining suitability and appropriateness of a chosen training option per an individual's present competencies with reference to the domains of; background education, interest, aspiration, and abilities.</p>

<p>Recognition processes</p>	<p>A term that covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Skills Recognition. The term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred.</p> <p>Under the relevant VET regulatory framework, competencies may be attained a number of ways, including through any combination of formal or informal training and education, work experience or general life experience.</p> <p>In order to grant RPL/RCC, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of training packages or competency outcomes specified in AQF-accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients, and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.</p>
<p>Recognition of Current Competency (RCC)</p>	<p>Assessment of a person's current capacity to perform; it applies if an individual has previously successfully completed the requirements for a unit of competency or a module and is now required to be reassessed to ensure that the competence is being maintained.</p>
<p>Recognition of Prior Learning (RPL)</p>	<p>An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards, for entry to and/or partial or total completion of, a qualification.</p>
<p>Records of assessment</p>	<p>The recorded information relating to the assessment process and the assessment outcomes of candidates that is stored and retained by the organisation responsible for issuing the nationally recognised Statements of Attainment or qualifications.</p>
<p>Skill</p>	<p>An ability to perform a particular activity, which may be developed by training or practice, and which may be intellectual, manual, motor, perceptual or social. Specified skills are identified as part of each competency standard, and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.</p>
<p>Summative assessment</p>	<p>Is any method of evaluation/assessment performed at the end of a unit that allows the measurement of a learners skills and knowledge against standardized criteria. The purpose of summative assessment is to determine if the learner has inculcated the skills and knowledge of a unit of competency at the end of a particular unit of work to be determined as competent.</p>

5.0 Requirements/Process

Determining LLN skills in the training specifications

- 5.1 The LLN required within a workplace task is 'built in' to the industry competency standards in a Unit of Competency in the Training Package. There are several places within a competency standard that give an indication of the specific LLN requirements. LLN skill requirements of a Unit of Competency may be explicit when key words clearly relate to literacy, language and numeracy skills.
- 5.2 LLN skill requirements are sometimes explicit and other times embedded in the competency standard. They can be found in any part of the competency standard. The LLN requirements are best determined together with the workplace requirements. Standards are usually very generic while workplace practices and procedures are much more specific.

Validated LLN skills assessment tools

- 5.3 These are standardised LLN diagnostic assessment tests that are administered and interpreted by LLN specialists. The tests or tasks are mapped to the ACSF skill indicator and domains of communication covered in the task and have comprehensive assessor instructions. Some tasks are industry and workplace specific while others are of a more generic nature.
- 5.4 MCOHB may use an approved LLN robot which has been approved as an recognised LLN assessment tool by the Commonwealth Department of Education, Skills and Employment for VET Fee HELP and VET Student Loan applications.
- 5.5 MCOHB will also use industry specific paper-based assessment tools to assess an applicant's LLN capability when the LLN robots score is not clear on the applicant's suitability to enrol in the chosen course of study.
- 5.6 The industry specific paper-based assessment tool used is:
 - Hairdressing & Beauty LLN tool
- 5.7 These LLN tools have been developed in accordance with the ACSF guidance on suitable LLN assessments for industry application.

6.0 Foundation skills

- 6.1 Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training. They describe the language, literacy, numeracy (LLN) and employment skills that are essential to performance and are explicitly identified in the foundation skills field of a unit of competency, which:
 - a. identifies the essential foundation skills that are not explicit in the performance criteria of the unit
 - b. describes the application of each skill in context of the performance criteria
 - c. should be considered as an integrated part of the unit for assessment purposes.

6.2 The language, literacy and numeracy skills are represented by the five core skills set out in the Australian Core Skills Framework (ACSF): Learning, reading, writing, oral communication and numeracy.

6.3 The employment skills are described using:

- the skills set out in the employability skills framework: Teamwork, Initiative and enterprise, Planning and organising, Problem solving, Self-management, and Technology.

7.0 Key features of the ACSF

7.1 The ACSF describes each of the five core skills across three interactive dimensions as outlined in the table below:

- a. Five levels of performance ranging from 1 (low level performance) to 5 (high level performance);
- b. Four performance variables that may influence a person's performance at any time;
- c. The nature and degree of support available;
- d. Familiarity with context;
- e. Text complexity, and
- f. Task complexity.

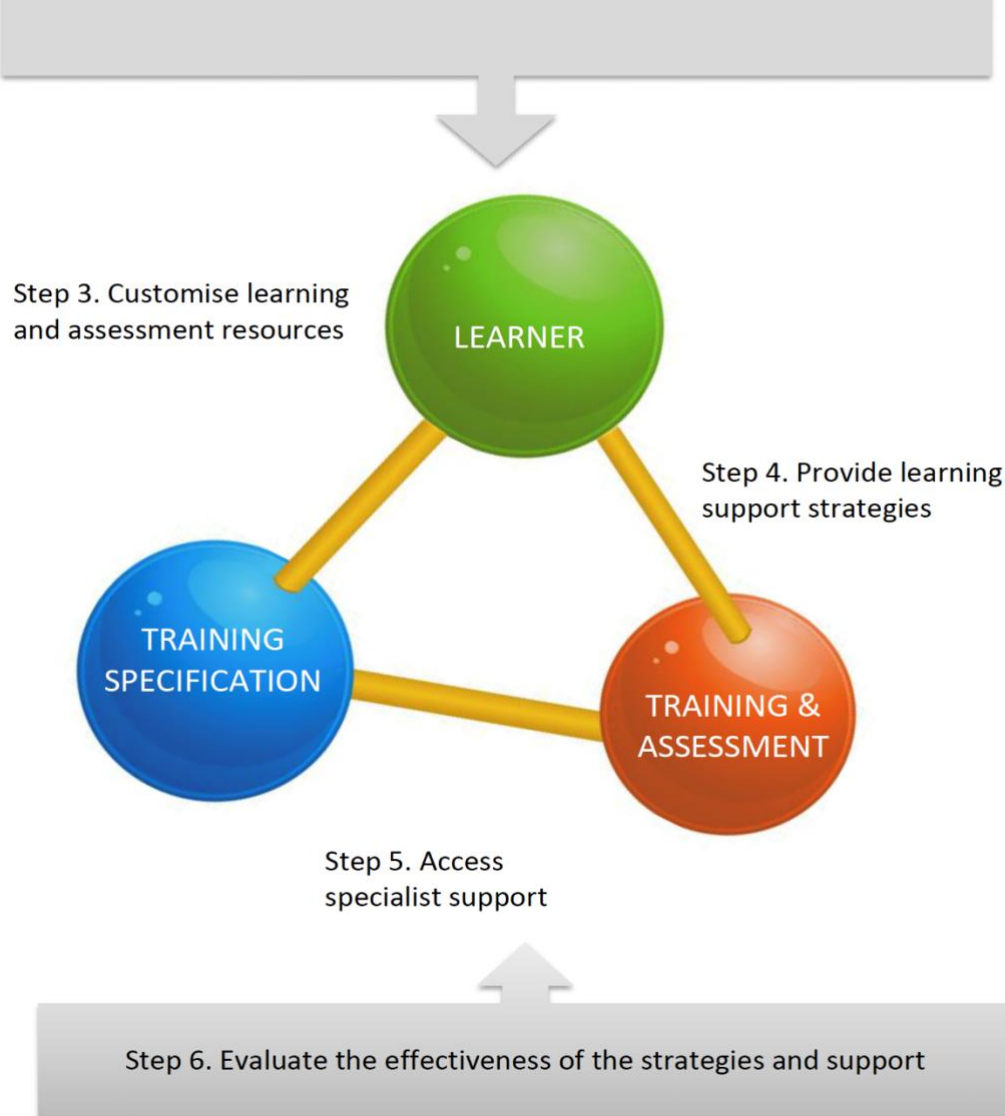
7.2 Three Domains of Communication, broad contexts within which the core skill may be used:

1. Personal and community (related to expressing personal identity and achieving personal goals, and understanding and interacting within the wider community),
2. Workplace and employment (refers to activities that an individual may be involved in as a member of an organisation or that may be conducted by someone working alone), and
3. Education and training (refers to any form of structured learning).

Addressing LLN skills in training and assessment

Step 1. Determine the LLN requirements of the training specification together with the LLN requirements for workplace performance

Step 2. Determine the LLN skills of your learners



8.0 Language Literacy and Numeracy Indicators

8.1 Indicators are statements that describe performance at each level of the 5 core skills. The indicators must be interpreted in conjunction with: Support, context, text and task statements- Performance Features.

There are 11 Indicators at each of the 5 levels of the ACSF

ACSF INDICATORS OF PERFORMANCE		
CORE SKILL	INDICATOR LEVEL	DESCRIPTION
Learning	.01	The first indicator addresses the active awareness of self as a learner, learning orientations and approaches to the management of learning
	.02	The second indicator addresses the acquisition and application of practical strategies that facilitate learning
Reading	.03	The first indicator addresses audience, purpose and meaning-making strategies
	.04	The second indicator addresses text structure and features, grammatical expression of ideas, word-identification strategies and vocabulary
Writing	.05	The first indicator addresses audience, purpose and meaning-making strategies
	.06	The second indicator addresses vocabulary, grammatical structure and the conventions of writing
ACSF INDICATORS OF PERFORMANCE		
CORE SKILL	INDICATOR LEVEL	DESCRIPTION
Oral Communication	.07	The first indicator primarily addresses speaking
	.08	The second indicator primarily addresses listening
Numeracy	.09	The first indicator addresses the identification of mathematical meaning in activities and texts
	.10	The second indicator addresses the problem-solving and mathematical processes used
	.11	The third indicator addresses the way informal and formal language, symbolic and diagrammatic representations, and conventions of mathematics are used to communicate

LLN Examples of what a person is able to do at each of 5 LLN levels in each core skills

	Level 1	Level 2	Level 3	Level 4	Level 5
LEARNING	<p>Identifies and approaches a more experienced worker for assistance.</p> <p>Takes required materials to training/class.</p> <p>Keeps list of frequently used words</p>	<p>Discuss learning goals with supervisor & identifies possible strategies to achieve.</p> <p>Arranges childcare so can attend training course.</p> <p>Uses key words and search engine to find information</p>	<p>Participates in quality improvement processes in the workplace, considers priorities and commitments of self and others.</p> <p>Develops and uses personal organisation systems such as files, notebooks, folders and checklists.</p> <p>Negotiates professional development plan aligned with personal and workplace needs, and takes responsibility for organising the formal training component</p>	<p>Actively seeks feedback from others as a way of improving performance.</p> <p>Uses a range of formal techniques to collaborate effectively with others to complete a multi layered research task.</p> <p>Keeps record of new technical terms or procedures encountered through independent study.</p>	<p>Critically reflects on extended research project, describes difficulties encountered, considers ways to improve performance and transfers insights to a new context.</p> <p>Implements systematic action learning process to support learning during team projects.</p> <p>Evaluates workplace learning culture and pathways in relation to own need for further training and development.</p>
READING	<p>Recognises very short explicit pictorial texts e.g. symbols on signs</p> <p>Reads & follows simple familiar work e.g. timetables, schedules specific to own job.</p> <p>Reads simple diagrams e.g. local maps</p>	<p>Is able to follow touch screen instructions to search of locations.</p> <p>Can locate specific information from short text e.g. pay slip, job description.</p> <p>Can read dials and scales on machinery/equipment.</p>	<p>Can read & respond to notices. Is able to read & and follow information in technical drawings, manual etc.</p> <p>Can use help facility on software programmes.</p>	<p>Can gather information for research from different sources & critically analyse & review.</p> <p>Can read complex diagrams & text to identify components & procedures for dealing with technical faults.</p> <p>Demonstrates understanding of text describing complex interrelationships of events.</p>	<p>Can critically evaluate information on possible management courses as part of own performance appraisal review.</p> <p>Can follow complex flow charts in order to identify & distil relevant information.</p> <p>Can identify, analyse & evaluate information from a wide variety of sources.</p>

	Level 1	Level 2	Level 3	Level 4	Level 5
WRITING	<p>Write routine & familiar workplace specific vocabulary & abbreviations.</p> <p>Can type own personal details into a computer.</p> <p>Can use a calendar to record information related to community or public dates</p>	<p>Can create a simple short report e.g. an enjoyable day out</p> <p>Can write lists of tasks to be completed by other team members.</p> <p>Can write brief messages to fellow worker e.g. shift changeover note identifying equipment problems.</p>	<p>Can complete a performance appraisal review & identify personal goals.</p> <p>Can write clear sequential instructions for routine everyday tasks.</p> <p>Can use email to communicate daily in the workplace.</p>	<p>Can write clear & detailed sequential instructions e.g. SOPs.</p> <p>Can prepare data for team using graphs and tables.</p> <p>Can use software to prepare a report or presentation.</p>	<p>Can write an organisational plan based on task analysis.</p> <p>Can write a detailed report based on analysis of data.</p> <p>Can design a survey to accurately ascertain satisfaction levels & presents a process to evaluate responses.</p>
ORAL COMMUNICATIONS	<p>Can respond to simple enquiries.</p> <p>Can listen to simple conversation & participates in a negotiated group activity.</p> <p>Can express an opinion in short spoken sentences.</p>	<p>Can make telephone calls & respond to reasonable questions which require basic answers.</p> <p>Can listen to short explicit instructions required to learn new procedures.</p> <p>Can participate in F2F conversation with a good level of confidence e.g. job interview</p>	<p>Can give clear sequential instructions e.g. how to use a photocopier, computer etc.</p> <p>Can participate in conversation requiring some negotiation, e.g. responding to specific enquiries, solving client problems.</p> <p>Can listen & rate specific information from an announcement e.g. emergency evacuation procedure.</p>	<p>Can present issues, ideas, agendas to team & colleagues.</p> <p>Can engage in constructive & sub sequential discussion.</p> <p>Can compare procedures use to complete tasks in discussion with colleagues & team members.</p> <p>Is able to actively participate in group discussion about new ideas, technology & changes to work process.</p>	<p>Is able to listen & provide evaluative feedback on processes or problems.</p> <p>Can explain technological concepts, scientific theory to a group or team unfamiliar with the concepts.</p> <p>Can negotiate meaningful discussion that leads to negotiation, over range of potentially conflicting perspectives within an organisation or team.</p>

	Level 1	Level 2	Level 3	Level 4	Level 5
NUMERACY	<p>Can estimate lengths of familiar objects using metric units e.g. persons height</p> <p>Can identify & compare familiar terms, quantities, sizes, costs.</p> <p>Can use a calendar to record information related to community or public dates</p>	<p>Can calculate the cost of two items & estimate change after making purchase.</p> <p>Can record numbers or quantities of materials, sales figures & data onto a spread sheet or familiar workplace equipment.</p> <p>Can access & compare information contained in two column tables.</p>	<p>Can work in a group to undertake simple surveys & document the results using a graph.</p> <p>Can use technology to measure & record data, report & act on results.</p> <p>Can identify & explain the application of shapes in different contexts e.g. use of 2D & 3D shapes in technical drawings.</p>	<p>Can work in a team to plan & develop budgets.</p> <p>Can use job, task description or instructions to make a mixture of ratios & can measure to make up a substance to any required amount correctly according to a recipe or instructions.</p> <p>Can interpret & use ratios & scales to read, discuss designs & dimensions on a plan.</p>	<p>Can research & investigate statistical data gathered through individual research or experimentation.</p> <p>Can organise data into groups in a frequency table to represent data graphically.</p> <p>Can calculate & record measurements of central tendency, & discuss results including the relevance & impact of the research/investigation.</p>

9.0 LLN specialists

9.1 An LLN specialist needs to have relevant qualifications and demonstrated experience in using the ACSF and delivering adult language, literacy and numeracy services.

9.2 Working with an RTO is an advantage but not a requirement as long as an RTO is responsible for the assessment of the qualification. A relevant LLN qualification ensures that the specialist has:

- knowledge of adult learning
- knowledge of language and literacy development as a first and/or additional language
- knowledge of the structure and use of Standard Australian English in the Australian community
- knowledge and application of mathematical concepts and numeracy
- knowledge of the VET sector
- the capacity to use the ACSF
- A relevant qualification/Unit of competency ensuring up-to-date knowledge and application of using the ACSF for measuring and assessing language, literacy and numeracy e.g. but not limited to *TAELLN411 Address Adult LLN Skills, TAELLN501 Support the development of adult language, literacy and numeracy skills, TAELLN413 Integrate foundation skills into vocational training delivery.*
- Among the acceptable LLN qualifications are:
 - *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice*
 - *TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership*
 - Suitable Degree, Masters or Doctorate in English, English as Second Language
 - Recognised post-graduate qualifications in TESOL.

10.0 Conduct of a diagnostic LLN assessment

10.1 A diagnostic LLN assessment will be undertaken by the candidate either prior to enrolling or before the commencement of training, depending on the learner's residential status i.e. they are either a domestic student or an international student.

10.2 The learning applicant will be provided with a login to undertake the appropriate LLN diagnostic assessment using either the LLN robot or an LLN assessment tool on the moodle LMS. When the learning applicant has completed the LLN diagnostic assessment the diagnostic assessment will be marked and scored by a suitably experienced assessor that has either; *TAELLN411 Address Adult LLN Skills, TAELLN501 Support the development of adult language, literacy and numeracy skills, TAELLN413 Integrate foundation skills into vocational training delivery.* This identifies the applicant's LLN score in accordance with the ACSF indicator score, and then measures the applicant's score against the required LLN level for the qualification or Unit/s of Competency the candidate is applying to enrol in.

11.0 Applicant already holds an AQF qualification

11.1 Where the applicant already holds an AQF nationally endorsed qualification equivalent to or higher than the qualification or Units/s of Competency that the applicant is applying to enrol in, the applicant will not be required to undertake an LLN diagnostic assessment, they will be assessed at the time of their enrolment interview using their responses to the enrolment questions to determine that their LLN skills are adequate in accordance with the AQF nationally endorsed qualification that they currently hold.

11.2 When an applicant applies to enrol online and they have identified that they hold an existing AQF nationally endorsed qualification, student support will phone the applicant and assess the applicants LLN capability by discussing the applicant's enrolment form over the telephone.

LLN Robot report:

11.3 RTO's may use an approved LLN robot by the Commonwealth Department of Education Skills and Employment.

11.4 The LLN robot provides a report of the candidate's LLN assessment, the report will show the following outcomes:

Is the student suitable to enrol in the target course based on LLN assessment results (tick appropriate response):

(1) The results of LLN testing indicate that the student does not have the ability to successfully complete the target course.

(2) The results of LLN testing indicate that the student has the ability to successfully complete the target course.

(3) The results of LLN testing indicate that the student can be provided with reasonable and accessible support to assist them to complete the training.

11.5 Followed by a comments box where the LLN assessor can write the details of where the candidate did not satisfy the assessment requirements.

11.6 For example: If outcome 1 is selected the assessor may provide a following example comment

11.7 Candidate has difficulties with several key skills in English and will need 30 weeks General English before starting his Course. Starting at General English Pre-Intermediate level.

PART A2: MORE SUITABLE ALTERNATIVE ENROLMENT

Assessor instructions: This section is only to be completed if (1) or (3) have been selected above.

Is there a more appropriate and suitable training option that you have recommended to the individual?

No

Yes

If yes is selected, then the following field will be selected from the options available in the drop down menu with the more appropriate and suitable training option recommended to the candidate.

What is the more suitable alternative training option?

English

Following on from Part A2 are a series of questions that the LLN assessor will answer to provide a clear picture of the future management of the candidate upon enrolment.

Learning applicant does not meet the required LLN level

11.8 When a learning applicant does not meet the required LLN level for the qualification or Units/s of Competency that the applicant is applying to enrol in, the RTO will:

- a. Counsel the applicant and advise the applicant that they need to undertake further development in the LLN areas that have been identified not meeting the training package requirements to enrol in the chosen qualification. The further development may be enrolment in a General English course 10, 20 or 30 week duration depending on the learners assessed level.
- b. Counsel the applicant and identify a qualification or Units/s of Competency that will suit the applicant's current LLN skills to enroll in, to develop their LLN skills further.
- c. Counsel the applicant and enrol them in the chosen qualification but they will be required to undertake further development/monitoring/support during their enrolment, with attendance of further development classes going towards their academic progress for the course of study.

12.0 Develop an individual LLN learning plan:

12.1 An individual learning plan is a method for customising training and learning at the individual level. It recognises that each learner is different, and that the learner has an important role in planning and managing what, how and when their learning occurs. This method also recognises that learning happens outside the training environment in the home, through social interactions and in the workplace and can extend over a longer period. Key features of a learning plan are:

- it is developed in collaboration with the learner,
- the goals are broken into manageable chunks to be more achievable,
- specific actions are identified for reaching the goals,
- it details the resources required or provided for doing the action,
- it describes the evidence for successfully completing the action,
- it allocates realistic timeframes.

Use Learning styles to improve the learners LLN capability:

12.2 It is well-established that there are several different learning styles and an understanding of how the learner prefers to learn will affect the learners LLN capabilities and the training activities chosen. According to learning style theory, there are three main ways that people learn – visual, auditory or kinaesthetic.

12.3 Choosing the learners strong method of learning when delivering training will assist a learner with poor LLN skills to improve.

Cross-difference learning implications:

12.4 While learning facilitators and learners always differ in some ways, when the differences seem particularly large to one or both parties, it is known as 'cross-difference learning'.

12.5 Cross-difference learning, or mentoring is an exciting opportunity for both the learner and facilitator to experience and learn new things. It is important to see it as an opportunity for professional development.

12.6 When involved in a cross-difference learning relationship, it may be necessary to consider whether additional support is needed for the learner. For example, the learner may have needs that call for:

- language, literacy or numeracy support,
- disability support,
- Aboriginal and Torres Strait Islander support,
- ethnic support service,
- interpreting services,
- employment support services,
- counselling services,
- community support.

Associations and networks

The following associations and networks may be employed to assist learners with LLN difficulties or for LLN specialists to refer to for further assistance in managing LLN learners with difficulties.

Australia Council for Adult literacy (ACAL)

A national body providing information and professional development support for members, including newsletter, annual conference, portal for national publications in adult literacy.

<http://www.acal.edu.au/index.htm>

Victorian Adult Literacy and Basic Education Council (VALBEC)

Provides information and professional development support for members, including newsletter, annual conference.

<http://www.valbec.org.au/index.htm>

Specialist LLN programs

Skills for Education and Employment (SEE)

The program provides 800 hours of free language, literacy and numeracy assistance to those job seekers who are experiencing significant disadvantage in the labour market due to low levels of language, literacy and/or numeracy.

<http://www.industry.gov.au/skills/ProgrammesandAssistance/SEE/Pages/default.aspx>

Reading and Writing Hotline

This is a free 24/7 national service locates local services and support for learners. The website has an extensive link to games and activities to assist learners in managing their own learning. All written content is also provided with an audio option.

<http://www.readingwritinghotline.edu.au/>

Workplace English Language and literacy

This site provides documents and details on the WELL training guidelines and application forms.

<http://www.agrifoodskills.net.au/?WELLAbout>

Customising Resources

LiteracyNet

Most comprehensive listing and details of specific LLN resources for addressing LLN needs within specific industries and vocational courses.

<http://www.industry.gov.au/skills/ForTrainingProviders/LiteracyNet/Pages/default.aspx>

Professional development

Ideas that Work

Nine short free videos are available for download for Language, Literacy and Numeracy (LLN) Training and Professional Development. These are useful for your own professional development as a VET practitioner or workplace trainer as it supports the “TAELLN401A Address adult language, literacy and numeracy skills”.

<http://ideasthatwork.com.au/lln>

Taking the lead

Described as the one-stop shop for information and advice on developing core language, literacy and numeracy (LLN) skills in the service industries. Provides LLN tips for industry, trainers and case studies with good links to other sites.

<http://serviceskills.com.au/sites/default/files/files/Resources/Foundation%20Skills/4-Steps-to-Taking-the-Lead.pdf>.

Course in Applied Vocational Study Skills (CAVSS)

CAVSS is a team-teaching method for teaching literacy and numeracy skills in VET training activities. The vocational trainer and literacy specialist teach the same group of students in the same place at the same time.

<http://vetinonet.dtwd.wa.gov.au/VETpolicyandguidelines/Pages/CAVSS.aspx>.

Courses and qualifications

Language, Literacy and Numeracy (LLN) Practitioner Scholarships Program

This program funded by Department of Industry and Science seeks to assist in addressing skill shortages in the adult LLN field in Australia by increasing the number of qualified LLN practitioners, particularly in regional areas. Funding availability varies year to year. Check this website for the latest details.

<http://www.industry.gov.au/skills/ProgrammesandAssistance/LanguageLiteracyAndNumeracyPractitionerScholarshipsProgram/Pages/default.aspx>.

LLN course and skill set/s entry requirements

Code	Course Title	Learning	Reading	Writing	Oral Comms	Numeracy
BSB50215	Diploma of Business	4	4	3	4	3
SHB30215	Certificate III in Make-Up	3	2	2	3	3
SHB30115	Certificate III in Beauty Services	3	2	2	3	3
SHB30416	Certificate III in Hairdressing	3	2	2	3	3
SHB40115	Certificate IV in Beauty Therapy	3	3	3	3	3
SHB50115	Diploma of Beauty Therapy	4	3	3	4	4
SHB50216	Diploma of Salon Management	4	3	3	4	4
CUA51020	Diploma of Screen and Media	4	3	3	4	4
SHB60118	Advanced Diploma of Intense Pulsed Light and Laser for Hair Reduction	4	4	4	4	4

Decision making rules

1. Individuals must achieve the minimum score to be admitted to the course.
2. If one skill area is one level lower than expected, the individual may still be enrolled in the course provided support strategies are identified and implemented.
3. If any skill area is two levels lower than expected, the individual may not be enrolled in the course, and a more suitable training option should be recommended.
4. If more than one skill area is lower than expected, the individual may not enrol in the course, and a more suitable training option should be recommended.
5. The final results are subject to an interview and the discretion of the assessor.
6. If doubt remains, a second assessor may be invited to moderate the results.