Language, Literacy, and Numeracy Policy

1. Purpose
Purpose of this policy is to ensure that students are supported in their Language, Literacy, and Numeracy needs through the completion of their training. This policy enables the academic staff members to identify any gaps in skills and to offer additional support with literacy or numeracy to assist students to better manage the requirements of their course of training.

2. Scope
This policy applies to all the current and prospective students of TIV. The standards require all students to complete an assessment of literacy and numeracy skills before training can commence.

For all learners, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing

3. Definitions
LLN: Language, Literacy, and Numeracy

Language: Means the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way, including any nonverbal method of expression or communication such as a language of gesture and facial expression

Literacy: Mean the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, story-telling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing

Numeracy: Numeracy involves using some mathematics and to achieve some purpose using the numbers in a particular context

Student: Means a learner, enterprise or organisation that uses or purchases the services provided by an RTO

4. Legislative Context
Institute acknowledges its obligation under various federal and local government acts and regulations including;
- National Vocational Education and Training Regulator Act 2011 (Cth)
- Education Services for Overseas Students (ESOS) Act 2000
- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Equal Opportunity Act 1995

5. Policy
5.1 TIV recognizes that students come with a vast range of skills, experiences, motivations and capacity to deal with the challenges required when commencing training. With this view, TIV will ensure that
students are supported through completion of their training in all aspects of Language, Literacy, and Numeracy. Institute will not discriminate against students who are identified to need LLN assistance.

5.2 LLN needs may be identified through Pre-Training Review, LLN Test, before student enrolment, and/or trainer/assessors' recommendations. LLN test will be conducted by using an ACSF mapped online LLN assessment tool - LLN Robot. Institute will endeavor to establish students LLN information prior to course commencement. However, should a Student's LLN needs are not identified until the course has commenced, Institute will analyse these needs and provide a strategy for assistance. These needs will be addressed through classroom learning and assessment activities over the duration of the program.

LLN test will be conducted on campus by using an ACSF mapped online LLN assessment tool - LLN Robot under the supervision of qualified LLN assessor. All students are required to undertake a language, literacy and numeracy test (LLN) according to the following qualification:

AHC40316 Certificate IV in Production Horticulture	ACSF Level 3
AHC50316 Diploma of Production Horticulture	ACSF Level 4
SIT30816 Certificate III in Commercial Cookery	ACSF Level 3
SIT40516 Certificate IV in Commercial Cookery	ACSF Level 3
SIT50416 Diploma of Hospitality Management	ACSF Level 4
SIT60316 Advanced Diploma of Hospitality Management	ACSF Level 4

5.3 In certain circumstances where specific levels or degree of LLN requirements or pre-requisites are essential for a courses or qualification, or for maintaining a safe work environment, Institute may not commence enrolment until the required LLN skills are achieved. Where possible, institute may refer students to appropriate levels of English language programs to external providers depending on the specific needs/requirements of the student.

5.4 In developing training and learning materials, institute will ensure that respective LLN requirements of specific units of competency or training packages are integrated into learning and assessment materials.

Accordingly, TIV will embed LLN principles within its delivery and learning and assessment tasks based on the specific Employability Skills and training package requirements.

5.5 Institute will ensure that the training staff members have the required knowledge and skills to manage with LLN issues as they arise; and engage in professional development activities within LLN domain.

5.6 Institute will ensure that the training staff members implement appropriate strategies to assist the students who need LLN assistance with their learning and maintain fairness, confidentiality, and equality in dealing with them.

5.7 Institute will use a range of LLN assessment tools to determine the required LLN assistance prior to and after enrolment, including the Australian Core Skills Framework (ACSF) as a reference to assess current LLN skill levels.

6. Responsibility
The admission and enrolment staff members must ensure that pre-training LLN assessment, relevant to the courses/qualifications being undertaken, are is offered to all new students prior to their commencement.

The training staff members (e.g. trainers and assessors) are responsible for identifying and reporting LLN needs of the students during their enrolment as per enrolment policy and procedure and providing support as per student support policy

The RTO Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

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