

Language, Literacy, and Numeracy (LLN) Policy

Relevant Standards

SRTO 2015: 1.3 (b)
The National Code 2018: Standard 2.2, 6.1

Relevant Documents

Learning Support Policy
Access and Equity Policy
Student Handbook

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 Mervic. The standards require all apprentices and trainees 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 (*The Crux of the Matter, DET, 2011*).

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, storytelling, 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

Mervic 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 Mervic recognises 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, Mervic will ensure that students are supported through completion of their training in all aspects of Language, Literacy, and Numeracy. Mervic will not discriminate against students who are identified to need LLN assistance.

5.2 LLN needs may be identified through student's self-assessment (pre-enrolment), during student orientation, and/or trainer/assessors' recommendations. Mervic will endeavour to establish Students LLN information prior to course commencement. However, should a Student's LLN needs are not identified until the course has commenced, Mervic 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.

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, Mervic may not commence enrolment until the required LLN skills are achieved. Where possible, Mervic may refer students to appropriate levels of English language programs within Mervic or external providers depending on the specific needs/requirements of the student.

5.4 In developing training and learning materials, Mervic will ensure that respective LLN requirements of specific units of competency or training packages are integrated into learning and assessment materials. Accordingly, Mervic will embed LLN principles within its delivery and learning and assessment tasks based on the specific Employability Skills and training package requirements.

5.5 Mervic 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 Mervic 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 Mervic 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 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 training and providing support in implementing LLN strategies where needed.

The Academic 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.

The CEO has overall responsibility for the implementation and review of this policy. Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to:

info@merviccollege.edu.au