Core Skills Support & LLN Support Policy & Procedure

Purpose & Legislative Background

According to Standard 6 of National Code of Practice for Providers of Education & Training to Overseas Students 2018 and clause 1.7, Standard 1 of Standards for Registered Training Organisations (RTOs) 2015, PARAGON POLYTECHNIC will provide support in terms of the core skills. Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy. Overseas students non familiar with the ACSF are recommended to study the information available at the following two sites:

    i.   https://www.education.gov.au/australian-core-skills-framework

    ii.   www.precisionconsultancy.com.au/acs_framework

Research has indicated that many students do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training. The increasing importance of core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

To support this approach PARAGON POLYTECHNIC will:

- Assess a student's core skills during their enrolment on an as needed basis to ensure they have adequate skills to complete the training;
- Support students during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to students about the detail of the core skills assistance available;
- Refer students to external language, literacy and numeracy support services that are beyond the support available within PARAGON POLYTECHNIC and where this level of support is assessed as necessary; and
- Negotiate an extension of time and other support arrangements to assist students to complete training programs if necessary.

Scope

This policy is applicable to all students and staff of PARAGON POLYTECHNIC. 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, DETT, 2011).

Policy

The following procedure is to be followed in order to assess a student's core skills:

- **LLN Core Skills Indicator Assessment.** Each student who enrolls at PARAGON POLYTECHNIC is required to complete the LLN core skills assessment prior to commencement of their studies. In order to conduct this assessment under direct supervision of PARAGON POLYTECHNIC staff, it is scheduled during the Orientation which is a week prior to the commencement of the course. The purpose of this assessment is to establish the background, motivation and general abilities of the student to determine what support PARAGON POLYTECHNIC may provide. The Core Skills Interview Guide is also available in the forms folder for reference of staff. The assessment is not intended to cause anxiety but to determine where the student has specific language and literacy deficits and to determine what support is required to undertake PARAGON POLYTECHNIC training. The Core Skills Indicator Assessment is conducted using Language, Literacy and Numeracy Assessment (ACER). This assessment is conducted online and administered online as well.
- **About ACER:** ACER's vocational, adult and workplace education (VAWE) services promote and design evidence-based educational tools and services that support vocational learners and workplace professionals, with a focus on lifelong learning.

- 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.

Paragon Polytechnic: Level 6, 250 Collins Street, Melbourne, VIC. 3000, Australia.
Email: info@paragon.edu.au | Website: www.paragon.edu.au | Tel: 0466 454 939
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It provides a consistent national approach to identifying and developing the core skills in three diverse contexts; personal and community; workplace and employment; and education and training. In particular, it offers:

- shared concepts and language for identifying, describing and discussing the core skills
- a systematic approach to benchmarking, monitoring and reporting on core skills performance.

The framework has broad application and can be used to:

- assess and benchmark an individual's core skills performance
- describe core skills relevant to the workplace and employment
- map curricula
- tailor approaches to teaching and learning
- inform decisions regarding funding and referrals.

It is also the key quality measure for the Australian Government's Skills for Education and Employment Programme.

- For Overseas Students, IELTS score and Course Entry Requirement Test are the tools used to assess the core skills.

Benchmarking an individual's core skills performance

The framework can be used to identify and describe an individual's performance in any of the core skills at a point in time. Its specificity makes it possible to identify a person's areas of strength and need with some precision, so that training can be targeted to areas of need and an individual's progress monitored over time. The framework can also be used to develop core skills profiles of learner cohorts.

Mapping core skills requirements

The framework can be used to map the core skills requirements of any education and training course or unit in order to clarify and articulate core skills expectations, priorities and gaps. This facilitates the identification of similarities and differences between core skills requirements and expectations of performance within and across courses, disciplines and sectors.

Tailoring approaches to teaching and learning

Following mapping of course requirements and materials, and identification of learner strengths and weaknesses, the framework can be used to:

- tailor curriculum, materials and methodologies to learner needs
- design and rate core skills assessment instruments
- evaluate the potential usefulness of assessment tasks by identifying the framework's levels and Performance Features being assessed
- develop self-evaluation tools which increase learner engagement and ownership
- assist teachers/trainers to provide specific feedback on performance.

Supporting students with language, literacy and numeracy deficits

After the commencement of course, if it is determined that a student does have deficiencies with core skills, PARAGON POLYTECHNIC is to adopt strategies which enable the student to progress in desired training program. The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Negotiate a training program with the student that recognises that additional time will be required to appropriately support the student to complete the training.
- Obtain a strong commitment from the student that they will provide personal effort that is in addition to that normally required to undertake the training program.
- If agreed to by the student, engage with the student's employer to negotiate the additional time and effort required to appropriately support the student during the training program.
- Provide the student with a list of the words and terms which are highly relevant to the workplace skills and knowledge being delivered within the training program. This list should be practised with the student to get them comfortable with identifying the words and their meaning. This list should be expanded over time and acts as a "vocational vocabulary" and will focus the student on small steps of achievement.
- Program sessions where learning information that would usually be delivered to the student via their own reading is presented to the student verbally and is supported by questions and answers.

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- Make arrangement to regularly engage via teleconference with the student to monitor their progress and adjust the support strategies.

Referring the student for language, literacy and numeracy assistance

Where it is determined that a student has core skills which are beyond the support available within PARAGON POLYTECHNIC, the student should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providerstas. These courses have been designed to provide students with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to gain entry into a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

Deciding to refer the student

The decision to refer a student to another training provider for language, literacy and numeracy training will be based on the level of assessed core skills deficit and the student's motivation to improve their abilities.
As a general guide:

- If the student does not currently possess the basic skills to perform training and development tasks in the workplace, they should be referred for assistance which should occur prior to enrolment with PARAGON POLYTECHNIC.
- If the student's skills are adequate for the workplace but will hinder their participation in training, they **should not** be referred. Instead, PARAGON POLYTECHNIC is to design and implement suitable support services to enable their training and assessment.
- If an onshore overseas student does not currently possess the basic skills to perform training and development tasks in the workplace, they **should** be referred for assistance which should occur prior to enrolment with PARAGON POLYTECHNIC. PARAGON POLYTECHNIC can issue special training plan to the student and invite student for an ongoing review to asses their competence in the core skills.

Management Action & Responsibility

The Academic Manager must ensure that pre-training LLN assessment, relevant to the courses/qualifications being undertaken, is offered to all new students prior to their commencement.

The Learning Support Officer and Student Support Officer are responsible for identifying and reporting LLN needs of the students during their training and providing support in implementing LLN strategies where needed.

The CEO has the overall responsibility for approving this policy.

Definition

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

Legislative Context

The legislative base for this policy is as follows:

- National Vocational Education and Training Regulator Act 2011 (Cth)

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- The ESOS Act 2000
- Education Services for Overseas Students (ESOS) Regulations 2001
- The National Code 2018
- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Equal Opportunity Act 1995

Policy Control

Version	Date	Changes / Updates	Approved
1.0	Aug 2020	RTO Policy and Procedure of PARAGON POLYTECHNIC	CEO

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