

Introduction

The *Language, Literacy, Numeracy and Digital Literacy (LLND) Policy* applies to all staff, trainers and prospective students considering enrolling or who are enrolled with Riverina Community College (RCC). The policy must be read in conjunction with the *RCC Language, Literacy, Numeracy and Digital Literacy Support Procedures* and is compliant with the VET Quality Framework, and the *Standards for Registered Training Organisation (RTOs) 2015, Clause 1.7*.

Commencement

The commencement date for this policy is the 18 June 2024. It replaces all other policies whether written or not.

Purpose

The purpose of this policy is to ensure staff, trainers and students are aware of their obligations and responsibilities in identifying the Language, Literacy, Numeracy and Digital Literacy (LLND) skills of students and where required provide learning support enabling students to meet the requirements of their course.

To achieve this RCC will:

- identify the recommended LLND level for each course based on the Australian Core Skills Framework (ACSF) – five core skills.
- provide students with access to LLND Robot to undertake Language, Literacy, Numeracy and Digital Literacy (LLND) assessments and inform prospective students the results of their assessment

LLND assessments are undertaken prior to an enrolment application to identify whether a prospective student:

- possesses the required LLND skills to successfully complete the course or part thereof
- does not have the required LLND skills to successfully complete the course or part thereof and
- requires learner support services to successfully complete the course or part thereof.

RCC will generally accept prospective students whose LLND assessment result in any of the core skills areas is one level lower than the required LLND skill levels of the course.

Prospective students whose LLND assessment result in any of the core skills is two levels below the required LLND skill level of the course may be considered for enrolment however this shall be on a case-by-case basis.

Many prospective or enrolled students may experience difficulties in meeting the required LLND skill levels of a course due to:

- language and or cultural barriers e.g., non-English speaking background
- limited skills in writing or reading
- a hearing, sight or speech impairment
- a learning disability.

Definitions

ACSF	Australian Core Skills Framework and is the tool used to describe an individual's performance in the five core skills – learning, reading, writing, oral communication and numeracy. It also describes the five levels of performance for each core skill. The Framework is used to identify LLND skill gaps of individuals.
Language	Language is a structured system of communication consisting of speech (spoken language) and gestures (sign language). The ACSF identifies oral communication as a core skill covering speaking and listening skills.
Literacy	Literacy relates to the ability to read and write. The ACSF has two core skills which are reading skills and writing skills.
Numeracy	Numeracy in the ACSF is about using mathematics to makes sense of the world and numbers, algebra, quantities, statistics and probability are numeracy skills.
Digital	Digital literacy skills are integrated with the five core skills covered by the ACSF. Digital literacy is not new with focus on the ability to use computers and other digital devices when reading, writing, communicating and completing mathematical tasks. Note: In the future digital literacy skills may likely become the sixth core skill alongside learning, reading, writing, oral communication and numeracy.

Student Responsibilities

It is the responsibility of the prospective or enrolled student to:

- reveal any information about their LLND needs, as part of the enrolment process and
- inform their trainer of any LLND concerns during their progress throughout the course so learning support, if required, may be provided.
- agree to an Individual Learning Support Plan (ILSO) if learning support is required and adhere to the requirements of the ILSP.

RCC Responsibilities as an RTO

In fulfilling its role in providing vocational education and training (VET) programs, RCC has a key responsibility in offering comprehensive LLND support to its students where LLND skill needs have been identified and impacts on their ability to successfully complete their course. Through its commitment to accessibility and inclusivity, RCC ensures its courses cater for students with diverse LLND skill needs by:

- having students complete an LLND assessment by way of LLND Robot prior to the commencement of their course.
- informing students of the results of their LLND assessment and where required provide learning support throughout their course to address the identified LLND skill needs.
- employing qualified trainers who possess the skills in addressing student LLND skill needs by way of LLND learning support strategies.
- having a Learning Support Officer (LSO) provide additional LLND learning support to students with identified LLND skill needs.
- developing Individual Learning Support Plans (ILSP) in consultation with the LSO, Training Operations Coordinator, trainer and student requiring additional LLND learning support.

By fostering a supportive learning environment and promoting inclusivity, RCC aims to empower students to successfully achieve in their studies.

Trainer Responsibilities

All RCC trainers have the responsibility for identifying and supporting the LLND skill needs of their students. Trainers are required to:

- review each student's LLND assessment results prior to commencing delivery of their course.
- identify any student whose LLND assessment result may require learning support strategies.
- identify any student during the delivery of the course who is demonstrating an LLND skill need and may require learning support strategies.

In response to a student's LLND assessment result or if identified by the trainer during delivery of the course a student has a LLND skill need trainers are to:

- discuss with the student their LLND skill needs and what learning support strategies would benefit them or what is available to them.
- discuss any concerns regarding a student's LLND skill needs with the Learning Support Officer (LSO) or Training Operations Coordinator. The student may require the development of an Individual Learning Support Plan (ILSP).
- work with the LSO and Training Operations Coordinator in the development of an ILSP for identified students with LLND skill needs.
- monitor the progress of students to determine if they are improving and progressing with their Individual Learning Support Plan (ILSP) and overall course work.
- maintain currency with the requirements of the TAE Training Package and complete any upgrades and/or professional development in relation to LLND and learning support strategies.

Learning Support Officer Responsibilities

The Learning Support Officer (LSO) plays a crucial role in providing comprehensive LLND support to students. Their responsibilities include:

- working with the Training Operations Coordinator and trainers to review LLN assessments before training begins or during the delivery of training to ensure trainers are aware of student LLND skill levels and are able to support the student..
- proactively discussing identified student LLND skill needs with each student and the Training Operations Coordinator to develop an Individual Learning Support Plan (ILSP) prior to the student enrolling, or during their progress in the course.
- work with the student in meeting the requirements of the ILSP.
- monitoring and providing feedback to trainers and Training Operations Coordinator on student progress throughout their LLND support journey.

This policy is to be read in conjunction with **Riverina Community College (RCC) Language, Literacy, Numeracy and Digital Literacy Support Procedures**, the **Individual Learning Support Plan (ILSP)** and the **LLND Robot – Support and User Guide**.

The **RCC LLND Robot – Support and User Guide** includes instructional techniques for each core skill for use in the classroom where learners may have difficulties with language, literacy, numeracy and digital skills.

Related Documents

- RCC Language, Literacy, Numeracy and Digital Literacy Support Procedures
- RCC LLND Robot – Support and User Guide
- RCC Enrolment Procedure
- RCC Student Handbook
- RCC Individual Learning Support Plan (ILSP)
- RCC Training and Assessment Policy
- RCC Training and Assessment Procedure
- RCC Privacy policy
- RCC Access and Equity Policy
- Australian Core Skills Framework (ACSF)
- Digital Literacy Skills Framework

Variations

RCC reserves the right to vary, replace or terminate this policy at any time.