

1. Introduction

Riverina Community College (RCC) Language, Literacy, and Numeracy (LLN) assessments are completed by students prior to enrolment or at the time of enrolment using LLN Robot, an online system developed by Learning Resources Group and approved by the Department of Education. The LLN Robot is a user-friendly software package and has been designed to align with the Australian Core Skills Framework (ACSF) and includes information on course profiling and LLN learning support strategies.

LLN Robot assessment is an effective way of identifying a student's LLN skill levels and mapping such skills to the required LLN skill levels of the course. This process enables RCC to implement learning support strategies prior to student enrolment or during a student's course progression.

2. Australian Core Skills Framework (ACSF) and LLN Robot

The ACSF is the benchmarking tool in LLN Robot which is used by RCC to:

- determine the LLN core skill levels required for each course,
- determine the student's LLN core skill levels
- compare the difference between the course LLN skill levels and student skill levels. When comparing the two results LLN Robot will create a 'spikey profile' highlighting the LLN core skill gaps of the student or where the student meets or exceeds the LLN core skill requirements of the course and
- if LLN core skill gaps of the student are identified determine if learning support is required. .


In the ACSF, language, literacy and numeracy are divided into five (5) categories called core skills. LLN Robot assesses student performance in these five areas which are:

- Learning
- Reading
- Writing
- Communication
- Numeracy

The ACSF identifies five (5) levels of performance in each of the above core skills. LLN Robot assesses student performance for each core skill against the levels below:

1. Very Basic
2. Basic
3. Capable
4. Advanced
5. Highly Advanced

The following table broadly describes performance at each level.

Level	Broad description of performance at this level
	<p>An individual performing at this level is able to:</p> <ul style="list-style-type: none"> • interpret short, highly familiar, simple texts (e.g. recognise names of family members) • perform concrete tasks with support in a restricted range of highly familiar contexts • learn with a high level of support—e.g. alongside an expert/mentor who may prompt or give advice
	<p>An individual performing at this level is able to:</p> <ul style="list-style-type: none"> • interpret familiar and predictable texts • perform explicit tasks involving a limited number of familiar steps, within a limited range of familiar and predictable contexts, with limited support as needed • learn with support if needed
	<p>An individual performing at this level is able to:</p> <ul style="list-style-type: none"> • interpret routine texts • independently perform tasks involving a number of steps in both familiar and sometimes unfamiliar contexts • learn independently, using familiar support resources
	<p>An individual performing at this level is able to:</p> <ul style="list-style-type: none"> • interpret complex texts • organise, analyse, and independently perform complex tasks in a range of contexts including unfamiliar and unpredictable contexts • learn independently, initiating and using a range of established sources
	<p>An individual performing at this level is able to:</p> <ul style="list-style-type: none"> • interpret highly complex texts • conceptualise, organise, and analyse sophisticated tasks, adapted for a broad range of contexts. • learn autonomously, accessing and evaluating support from a broad range of sources <p>Table Source: Adapted from ACSF,2012</p>

3. LLN Assessment Process

Notification: Prior to enrolment, prospective students are to be notified of the LLN core skill levels required for their course by the Training Coordinator.

Initial Contact: Prospective students are to be informed that when commencing the enrolment application process their acceptance into a course depends on successfully completing the LLN assessment and meeting any other course entry requirements.

Timing and Location: The online LLN assessment is completed at the time of enrolment application. It can be completed in person at RCC using an iPad or desktop computer or completed remotely from the student's home.

Unsuitability to Enrol: If a prospective student does not successfully complete the LLN assessment as their LLN result in all core skills is significantly lower than the LLN core skills requirement of the course the student will not progress to enrolment.

The Training Coordinator will contact the student to inform them of their unsuitability to proceed to enrolment. The student may be referred to a more suitable RCC course or to an external LLN provider or support service.

All student LLN assessment results and subsequent decisions regarding course enrolment suitability or unsuitability are to be recorded in the student's profile in the Student Management System.

4. LLN Assessment - Re-sit Procedure

A prospective student who does not successfully meet the LLN core skill levels required for the course may re-sit the LLN assessment immediately if the following circumstances apply.

1. The assessment was not completed by the student e.g. missed answering some questions or did not complete a section in the assessment.
2. The assessment was completed in an unusually short period of time (e.g., 30 minutes or less), indicating possible failure to read questions, or questions missed or disengagement by the student.
3. The assessment was completed in an unusually long period of time (e.g., 90 minutes or more), indicating possible interruptions or distractions.
4. The student experienced computer or network connectivity issues, especially in regional and remote areas.
5. The audio component of the LLN assessment did not function for the student.

Note: Where a student did not meet the required core skill level for oral communication and met the required LLN skill level in the other four core skills, consideration may be given to the student to participate in a face-to-face or phone interview via Skype/Zoom with RCC Training Coordinators.

5. LLN Core Skills - Acceptance Criteria & LLN Support

- RCC will generally accept a student whose LLN core skills assessment is one(1) level below the required LLN core skills of the course.
- A student whose LLN core skills assessment are two (2) or more levels below the required LLN core skill levels of the course may be accepted for enrolment and agree to an LLN Individual Learning Support Plan (ILSP).
- The ILSP will be completed in conjunction with the trainer, Training Coordinator, Learning Support Officer (LSO) and student.
- Once the ILSP is completed and prior to implementation with the student it must be approved and signed off by the Business Development Officer (BDO) or the Operations Manager.
- Regular learning support meetings will occur with the student and LSO and/or Training Coordinator to work with the student in facilitating their learning and monitor their progress throughout the course.
- The Training Coordinator will review the student's ILSP and their progress to determine if additional coaching or learning support is required. This may include reasonable adjustments to assessments and/or further one on one (1:1) support.
- There may be instances in which a student in completing their course identifies their own concerns regarding their LLN core skills and seeks the need for learning support from their trainer. Once informed the trainer will meet with the Training Coordinator and/or the LSO to determine a course of action and whether an ILSP is required.
- If a trainer identifies a student in their course as needing LLN learning support the trainer will discuss with the Training Coordinator and/or LSO to determine a course of action and whether an ILSP is required.

6. Recording LLN Assessment Results

Student LLN assessment results will be saved in the Student Management System against the individual student's profile. A student's ILSP will be uploaded in the system and their progress recorded each fortnight against their individual record by the LSO. .

7. Training and Assessment Strategy (TAS)

The Training and Assessment Strategy (TAS) identifies the ACSF LLN core skill levels required for the successful completion of the course. LLN Robot will automatically generate the ACSF LLN core skill levels for each unit of competency in a course/qualification.

8. Additional Learning Support and External Referrals

Additional learning support required by an enrolled student will be considered on a case-by-case basis depending on the student's needs and capability to successfully complete their course. The following support strategies may include the following:

- reasonable adjustments or additional time to complete assessment tasks or self-directed learning tasks.
- meetings between the LSO and student to discuss training session content and/or
- meetings with the LSO to develop learning strategies to assist with course progression and possible LLN issues. An ILSP may be required for the student (if not already in place).
- one on one (1:1) sessions with the LSO to work on supplementary LLN Robot Core Skills workbooks. Sessions are to be booked with the LSO.
- a reader or scribe in class to assist with any LLN difficulties.

If a student fails to attend their learning support sessions or meet the requirements of their ILSP their support sessions will cease and may result in their withdrawal from the course.

- For complex student LLN needs beyond RCC's learning support capabilities, the student will be referred to relevant external LLN providers and support services.
- Commonwealth Government support services include:
 - **Reading Writing Hotline:** 1300 6555 06
 - **Website:** [Reading Writing Hotline](#)

These procedures are to be read and applied in conjunction with **Riverina Community College (RCC) Language, Literacy and Numeracy Policy**, the **Individual Learning Support Plan (ILSP)** and **LLN Robot – Support and User Guide**.

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