



Language, Literacy and Numeracy Policy & Procedure

This policy outlines Wilson Medic One's practice to identify and assist Vocational Education and Training (VET) students that have language, literacy and numeracy challenges.

Definition of “RTO” – Wilson Medic One trades under Wilson Group. For this Policy, any reference to ‘school’ or ‘RTO’ should be considered a reference to each or any of these respective trading names.

Use of the term “Course”– for the purposes of this policy, the term course should be considered identical with the terms “training package”, “qualification” and “accredited course”.

Policy Scope:

- Locations delivering VET courses
- VET Students
- VET Staff
- Admissions
- Student Services Staff

Policy Statement

The term ‘language, literacy and numeracy’ refers to five core skills; learning, reading, writing, oral communication and numeracy. These five core skills have been identified by the Australian Core Skills Framework (ACSF) as the essential skills for individuals to hold to participate effectively in society including the workplace and the education sector. It is essential that VET students have the language, literacy, and numeracy (LLN) skills sufficient to successfully participate in training and assessment in the Vocational Education and Training (VET) sector. It is also essential that students have sufficient LLN skills at the completion of their training and assessment to work successfully in the chosen vocation. VET staff need to be aware of the LLN skills of a student; the LLN requirements of each course; and the industry’s expectation of LLN skills of its workforce to develop appropriate delivery and assessment materials. Therefore, as a responsible Registered Training Organisation (RTO), Wilson Medic One needs to identify each student’s LLN levels; provide information to students about their LLN levels and inform students how their levels compare to the LLN levels required by a VET course.

Language, Literacy & Numeracy Levels

LLN levels are reference numbers given to a student’s performance and/or a Training Package in each of the 5 core skills; learning, reading, writing, oral communication and numeracy. These levels have been developed by the ACSF. The reference numbers describe the degree of LLN skills performed by a student or what the student needs to demonstrate as per course requirements. The reference numbers range from 1 to 5 and only reflect skills at that point of time. Each level describes the amount of support used by the person to complete the task; how familiar they are with a task; how difficult text is within the task; and how complex the task is itself. The RTO will adopt the ACSF levels in its practices to ensure that Wilson Medic One is in alignment with nationally recognised LLN specifications



ACSF Performance Variables Grid				
	SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
1	<ul style="list-style-type: none"> Works alongside an expert/mentor where prompting and advice can be provided 	<ul style="list-style-type: none"> Highly familiar contexts Concrete and immediate Very restricted range of contexts 	<ul style="list-style-type: none"> Short and simple Highly explicit purpose Limited, highly familiar vocabulary 	<ul style="list-style-type: none"> Concrete tasks of 1 or 2 steps Processes include locating, recognising
2	<ul style="list-style-type: none"> May work with an expert/mentor where support is available if requested 	<ul style="list-style-type: none"> Familiar and predictable contexts Limited range of contexts 	<ul style="list-style-type: none"> Simple familiar texts with clear purpose Familiar vocabulary 	<ul style="list-style-type: none"> Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
3	<ul style="list-style-type: none"> Works independently and uses own familiar support resources 	<ul style="list-style-type: none"> Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts 	<ul style="list-style-type: none"> Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary 	<ul style="list-style-type: none"> Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
4	<ul style="list-style-type: none"> Works independently and initiates and uses support from a range of established resources 	<ul style="list-style-type: none"> Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts 	<ul style="list-style-type: none"> Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism 	<ul style="list-style-type: none"> Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
5	<ul style="list-style-type: none"> Autonomous learner who accesses and evaluates support from a broad range of sources 	<ul style="list-style-type: none"> Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts 	<ul style="list-style-type: none"> Highly complex texts Highly embedded information Includes highly specialized language and symbolism 	<ul style="list-style-type: none"> Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

Provide First Aid

- Achievement of competency in Exit Level 2 score and working at Level 3 within the Australian Core Skills Framework assessment in Literacy and Numeracy.

Certificate II Medical Service First Response

- Achievement of competency in Exit Level 3 score and working at Level 4 within the Australian Core Skills Framework assessments in Literacy and Numeracy.

Certificate III in Non-Emergency Patient Transport

- Achievement of competency in Exit Level 3 score and working at Level 4 within the Australian Core Skills Framework assessments in Literacy and Numeracy.



Certificate IV Healthcare

- Achievement of competency in Exit Level 3 score and working at Level 4 within the Australian Core Skills Framework assessments in Literacy and Numeracy.

Certificate IV Healthcare to Diploma of Paramedical Science

- Achievement of competency in Exit Level 3 score and working at Level 4 within the Australian Core Skills Framework assessments in Literacy and Numeracy.

Diploma of Emergency Health Care

- Achievement of competency in Exit Level 3 score and working at Level 4 within the Australian Core Skills Framework assessments in Literacy and Numeracy.

Learning Level	Reading Level	Writing Level	Oral Communication Level	Numeracy Level	Pre-requisite Qualification
HLT51020 Diploma of Emergency Health Care	4	4	4	3	Australian Year 12 OR; AQTF Level 4 or higher OR; Successful completion of LLN Robot Level 4
HLT41120 Certificate IV in Health Care	4	3	3	2	Australian Year 12 OR; AQTF Level 2 or higher OR; Successful completion of LLN Robot Level 3
HLT31120 Certificate III in Non-Emergency Patient Transport	3	3	3	2	Australian Year 10 OR; AQTF Level 2 or higher OR; Successful completion of LLN Robot Level 3
HLT21120 Certificate II Medical Service First Response	2	2	2	1	Australian Year 10 OR; AQTF Level 2 or higher OR; Successful completion of LLN Robot Level 3
HLTAID009- HLTAID015	2	1	2	1	Completion of enrolment form in classroom, reading and answering in hand written format, enrolment questions
HLTPAT005 Collect Specimens for drugs of abuse testing	3	3	2	1	Australian Year 10 OR; AQTF Level 2 or higher OR; Successful completion of LLN Robot Level 3

As presented above, Wilson Medic One has constructed an independent and strategic LLN assessment plan that represents the requirements needed for each course the RTO offers prospective students. The RTO will, for those students not meeting the RTO's LLN levels of their enrolled qualification, identify them as 'at risk'. At risk students are those that are at jeopardy of not successfully completing the qualification in the predicted timeframes. The RTO will not exclude 'at risk' students from the course but offer support in order for the student can achieve their highest educational potential at the Wilson Medic One.



Language, Literacy & Numeracy Assessment

LLN assessment will be implemented by the RTO on VET courses and students. Assessment of VET courses will identify the learning, reading, writing, oral communication and numeracy skills required by the VET sector for successful study and the relevant industry requirements. The levels identified the Training Package will be used by the RTO to develop suitable training and assessment materials. It will also be used as one of the RTO's benchmarks to identify students at risk.

Methods used to identify Language Literacy and Numeracy Levels

The methods used by Wilson Medic One to identify Language, Literacy and Numeracy needs of students are as follows:

- Written Language, Literacy and Numeracy Assessment Screening Tool.
- Discussion with the student about prior education and experience.
- Records of previous skills, education and training.
- Combination of above.

Conducting Assessment

- The initial Language, Literacy and Numeracy screening is to be conducted at the time of enrolment.
- The Literacy and Numeracy Screening Tool is to be used in the case of all students undertaking a VET qualification under the VET Quality Framework.
- If the initial screening identifies any concerns that the trainer/assessor believes would impact the student in completing their course, and that the trainer/assessor is unable to make reasonable adjustment for, a further assessment of Language, Literacy and Numeracy will be advised to be completed by a qualified Language, Literacy and Numeracy professional.

Assessment Screening Tool

LLN Robot

<https://www.llnrobot.com.au/>

Wilson Medic One's chosen LLN screening tool:

- Offers prospective students an online LLN assessment to test the learners' LLN levels.
- The LLN Robot analyses the Australian Core Skills Framework (ACSF) levels of each course.
- The system compares learner results with the ACSF levels of each course.
- The LLN Robot generates individualised LLN Training Programs & Supplements for learners.

The assessment will be used as a tool so students can self-identify their language, literacy and numeracy skills strengths and weakness and compare their results with the Training Package LLN requirement established by the RTO. Self-evaluation aims to increase student engagement and ownership of their learning.

Modification of Delivery and Assessment Strategies for Students with LLN Challenges

If it is identified that a student requires additional support that can be carried out by the staff at Wilson Medic One, the following process must be followed:

- The student will be advised that there may be a concern over an area that may prevent them from effectively completing the course.
- The trainer is to consult with the student on a more suitable mode of training delivery and/or assessment process.
- The trainer is to identify the material to be adapted and make the necessary changes.
- Specifically, depending on the vocation training area, methods may include but are not limited to employing more demonstrational activities.
- Offering additional assistance on an individual basis.
- Providing more visual/diagrammatic learning material.
- Using verbal rather than written questioning for assessment.



Language, Literacy & Numeracy Strategies

The RTO acknowledges its responsibility to support students identified as ‘at risk’ within the scale and scope of its operations. The LLN strategy to provide this support is to recommend individual and/or a group to assistance to improve the language, literacy and numeracy skills. The following strategies may be implemented by the RTO based on the individual needs of the student:

- Provision of concurrent assistance.
- Planning teaching.
- Provision of a mentor or coach.
- Modifying learning materials where appropriate that do not compromise the integrity of the assessment.
- Referral to external agencies for literacy and numeracy courses.
- Providing flexibility in learning and assessments delivery modes, scheduling and access to support services.
- One-on-one tutoring if appropriate.

Recommended External Agencies and Resources

The RTO may also support the student by recommending external agencies and resources that can assist students:

The Reading Writing Hotline

The Reading Writing Hotline (the Hotline) provides a national service for adults seeking English language, literacy and numeracy information, advice and support. The Hotline provides information on:

- Adult reading, writing and numeracy classes held locally across Australia or via correspondence.
- Becoming a literacy volunteer.
- Adult LLN teaching and learning resources.
- Commonwealth-funded programs for Centrelink clients.
- Commonwealth-funded English as an additional language programs for migrants.
- Literacy and numeracy in the workplace for employers.

Further information is available at the Reading Writing Hotline website:

<https://www.readingwritinghotline.edu.au>

or phone 1300 6 555 06.

Commonwealth

The Australian government provides a wide variety of assistance programs to adults in literacy and numeracy which MAY include:

- Free English lessons.
- Programs to improve basic speaking, reading, writing and math skills.
- Practitioner scholarships.

Further information is available at their website

<https://info.australia.gov.au/information-and-services/education-and-training/literacy-and-numeracy>

The Australian Federation of SPELD Associations

The Australian Federation of SPELD Associations (AUSPELD) provides support to people with specific learning disabilities, such as dyslexia, and those who care for, teach and work with them. They assist people through the dissemination of information, advocacy, research and support. Further information is available at the AUSPELD website <http://auspeld.org.au> or phone (08) 9217 2500.

Complex Terminology

Where it is a requirement of a unit of competency, qualification, and/or industry that learning outcomes, required skills and/or knowledge may require specific language and terminology, the RTO will implement appropriate strategies such as ‘Medical Terminology’ workshops during each course.



English as a Second Language (ESL)

Wilson Medic One recognises that LLN and ESL are not identical however they can be co-existing matters and English as a Second Language should be considered in LLN matters.

Related Procedures

Language, Literacy and Numeracy Procedure

Definitions:

- Language, literacy and numeracy - The term 'language, literacy and numeracy' (LLN) refers to five core skills, learning, reading, writing, oral communication and numeracy. These core skills are required by an individual for educational studies, community participation, and/or meet workplace requirements.
- Language, literacy and numeracy level – The LLN level is a reference number given to a performance level ranging from 1 (lowest performance level) to 5 (highest performance level). The level can be used to describe an individual's LLN skill and/or to describe the LLN skills required by the Training Package or Course.
- Student – is an individual person who is formally enrolled to study at Wilson Medic One. The individual person is that who appears on the RTO's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.