

POLICY

1. POLICY OBJECTIVES

This policy/procedure supports RTO 2015 Standards and of the 'National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Students 2018' and ensures that TLC LEARNING Trainers can identify Language Literacy & Numeracy (LLN) skill levels and assist students with LLN skill needs, in order to provide them with assistance to complete their learning and assessment requirements, when attending TLC Learning Courses.

2. SCOPE

This policy and its procedure are specifically focused on LLN and apply to all students including potential students enrolled or seeking to enroll in a VET course of study with TLC Learning.

TLC Learning's Policy and Procedure is communicated to students at the time of course enquiry, course application or enrolment stage and information relating to this policy forms part of the Student Handbook.

TLC Learning recognises the importance of basic skills in English language, literacy, and numeracy (LLN) for students in being able to participate actively and effectively in any course of study. Improving basic skills will assist in breaking down barriers for students in communicating with their trainers, peers and in the workplace. To achieve this, institute will ensure that all participants enrolled in our vocational training courses are given the opportunity to learn based on their individual competencies in LLN identified by an LLN assessment test. We recognise that not all individuals have the same skills-set in reading, writing and performing calculations. Trainers and staff will endeavour to help and accommodate participants with difficulties in Language, Literacy or Numeracy

TLC Learning promotes the LLN Policy to students at initial enquiry and before their respective course commences. Student Support Officers advise students of the availability of the support services for those with LLN problems. It is ensured that trainers and assessors identify students with LLN problems as this will allow them to implement appropriate strategies to assist them with their learning. LLN issues are considered during development of training courses and assessment tools. Steps are taken to provide relevant staff the opportunities for professional development and publications for continued awareness of and competence with regard to LLN requirements.

3. ACCOUNTABILITIES

- TLC Learning Manager – for all approval authority
- Compliance Officer – for development, review, monitoring, evaluation, and
- Student Support Officer – for implementation

4. PROCEDURE

TLC Learning is committed to learning culture that achieves success for the organisation.

- Student Support Officers promote the TLC Learning LLN Policy to students at initial enquiry and before the course commences and of the availability of confidential support services if they have LLN problems.
- Prior to enrolment, students' LLN assessment Test is administered.
- Qualified Trainers assess the LLN test to identify students' LLN skill levels.
- Qualified Trainers provide students with opportunity to discuss and learn given their current LLN skill levels.
- Refer Students to the assigned LLN specialist Trainer specializing in LLN skills, where required by filling the LLN Support form.
- LLN specialist will contact the student within 5 working days of submitting the LLN support form and arrange a meeting to support plan.
- LLN specialist along with the intervention officer will also monitor the student's progress to ensure the improvement.
- Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, the TLC Learning will direct participants to an external literacy specialist
- Students are requested to declare any learning disabilities/ language requirements as a part of the enrolment process. Once such requirements are identified, relevant staff are alerted to the students' requirements and remedial processes can be implemented.
- Escalate any LLN problems to the Learning Manager for final approval on strategy.
- All information relating to participants gathered during needs identification, training and evaluation will remain confidential.
- Participants will have access to any information gathered by the Institute about them as defined in the TLC Learning's Privacy Policy and Procedure.

5. Identification of student abilities and requirement for additional support

Needs Identification - To maximize student's ability to meet course requirements, identification of training needs is to be undertaken using LLN competencies.

The process used at TLC Learning is two-fold, comprising of:

- a review of the contents of the pre- enrolment/ Training review form and application form;
- an LLN assessment:

The purpose of the pre-enrolment / Training review form and the application form is to obtain any information about previous education, disabilities, LLN abilities. The information obtained in these two processes is to determine:

- the appropriateness of TLC Learning's course for the individual's own goals and aspirations
- the individual's grasp of English
- any relevant disabilities that need to be considered when the individual participates in the course.

Available on our website, is our LLN assessment test which is a required tool prior to enrolment in our vocational courses.

The aim of this assessment is to ensure that we confirm the learning needs of our participants prior to commencement of the training. If we can identify any participant with additional needs, we can then ensure that we modify our learning and assessment strategies to accommodate their needs and provide necessary ongoing support.

TLC Learning endeavours to establish students' LLN needs, prior to course commencement. TLC Learning analyses these needs and provides a strategy for assistance through LLN Support Form.

6. DEFINITIONS

Term	Definition
LLN	Language Literacy & Numeracy

7. RELATED DOCUMENTS

7.1. Legislative References

- National Code 2018 – Standards 7.1 and 8
- Education Services for Overseas Students (ESOS) Act 2000
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, known as 'The National Code of Practice for Registration Authorities
- Standards for Registered Training Organisations (RTOs) 2015
- Migration Act 1958 (Commonwealth)
- Education Services for Overseas Students Regulations 2001
- Education Services for Overseas Students Act 2000

7.2. Related Documents

- Progress Completion and Attendance Policy and Procedure
- Complaints and Appeals Policy and Procedure

8. HISTORY

Date: Changes undertaken