

RTO	City-Wide Building & Training Services Pty Ltd (RTO ID 91138)
Type	Public
Applicable standards	Standards for Registered Training Organisations 2015 State and Territory Funding Contracts Australian Core Skills Framework
Authorised by	General Manager Quality, Training and Compliance
Effective date	10 January 2024
Version	V1.5

Policy: Language, Literacy and Numeracy (LLN)

Overview

CWBTS evaluates the Language, Literacy and Numeracy (LLN) skills of students prior to formally accepting their enrolment via the LLN Robot.

The LLN evaluation is done to indicate whether a student:

1. Has the LLN skills to be able to successfully complete the course
2. Needs additional coaching or support to successfully complete the course
3. Does not have the sufficient LLN skills to successfully complete the course

CWBTS determines a recommended LLN level for each course we deliver based on the Australian Core Skills Framework (ACSF) Five Core Skills, these being Learning, Reading, Writing, Oral Communication and Numeracy. CWBTS will generally accept students with one LLN entry level lower than recommended for that course, however, students with lower levels may be accepted and this is evaluated on a case-by-case basis by the Senior Training Coordinator – Student Learning Needs & Welfare.

LLN Assessment Tool

The term ‘Language, Literacy and Numeracy’ (LLN) refers to the Australian Core Skills Framework (ACSF) Five Core Skills, these being Learning, Reading, Writing, Oral Communication and Numeracy. These Five Core Skills have been identified by the ASCF as the essential skills for individuals to hold to participate effectively in society including the workplace and Education Sector.

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. Further information available at the following two sites:

<https://www.education.gov.au/australian-core-skills-framework>
www.precisionconsultancy.com.au/acs_framework

The LLN Assessment will assess the Five (5) Core Skills in the ACSF following areas.

- Reading
- Writing
- Numeracy
- Oral Communication
- Learning



The LLN Assessment used by CWBTS is generated by LLN Robot <https://cwbt.s.lln.training/admin/learnerresults/list>. LLN Robot is the first assessment tool approved by the Federal Department of Education and Training after reviewing its accuracy in determining student LLN levels as part of the VET Student Loans implementation process. Using trigger word and phrase analysis software developed by The Learning Resources Group, LLN Robot have determined the ACSF profile of every current national unit of competency from Certificate 1 to Diploma. The ACSF scores for units/qualifications are sourced directly from publications provided by training package owners (SSO/former ISC), otherwise they are calculated by the LLN Robot system.

LLN Robot uses a purpose-built diagnostic tool to determine the required ACSF/core skill levels of a unit of competency. The system uses a series of language analysis algorithms to scan the content of a unit of competency to identify trigger words and phrases and their associated values based on the training package, ACSF performance indicators and the AQF (certificate) level of the unit. This data is used to generate a training profile that reflects the core skills required to understand and perform the criteria outlined in the unit.

LLN Robot is an online system that combines ACSF testing, Course profiling and LLN Support into one easy to use package.

Evaluation of Digital Literacy Skills

LLN Robot requires students to undertake digital literacy skills in order to complete the evaluation. This includes, but is not limited to:

1. The ability to log into a computer
2. Access emails and click a link within an email
3. Login into an online database (LLN Robot)
4. Use a mouse and keyboard
5. Read and respond to online text

Students who complete their online LLN evaluation will be considered to meet the digital literacy requirements.

Students who are unable to complete their LLN online will be evaluated individually to see whether they meet the digital literacy requirements.

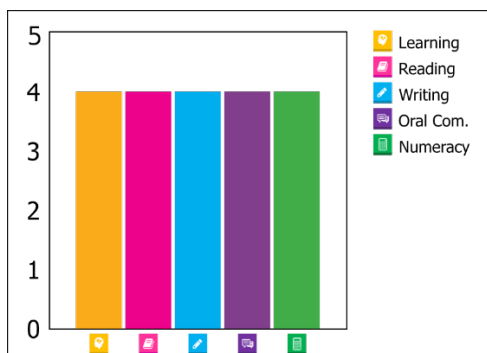
Course Entry Requirements

The Training and Assessment Strategy (TAS) for each course provides the LLN levels required to be determined as having an appropriate ACSF level to enrol into the course.

The LLN tool automatically generates the ACSF levels for each course depending on the units of competency within the qualification.

Students are required to undertake a Language, Literacy and Numeracy (LLN) assessment as part of their enrolment with CWBTS. This is to ensure students enrolling in the course have the required LLN levels to complete training and assessment requirements towards successful completion of their qualification.

An example of the Australian Core Skills Framework (ACSF) levels for students graduating from the CPC40110 Certificate IV in Building and Construction (Building) are as below –



Students must demonstrate a level of LLN appropriate to the qualification being completed. All prospective students will undertake a Language, Literacy and Numeracy (LLN) evaluation prior to being deemed suitable to commence the training.

It is generally expected that students, through the course of their studies will be able to increase their ACSF levels in each band up to 1 level thus usually practices will deem a student's LLN levels as acceptable where their levels are identified as being one below the numbers identified in the chart above. On occasion 2 levels down will also be acceptable if the trainer feels after consultation with the student that the student is capable of meeting the requirements of the qualification. Students who do not meet these levels will be reviewed on an individual basis.

Where required, students will be provided with additional coaching and support in order to complete this training program. This may also include a reasonable adjustment to assessments. The CWBTS Senior Training Coordinator – Student Learning Needs & Welfare will assess each student's suitability and will put in place Individual Learning Plans (ILP) that are developed in consultation with the student as required.

Students enrolling into individual Units of Competency under a Fee for Service arrangement may or may not be required to complete an LLN assessment. A determination will be made by the General Manager Quality, Training and Compliance based on the cohort of the students and the length of the program.

Exemption from LLN Assessment Requirements

A student will be exempt from undertaking an LLN assessment if they have already been deemed as academically suited. This happens where:

- The student holds and provides a copy to CWBTS of a Certificate showing they have been awarded a qualification at a Level 4 or above in the Australian Qualifications Framework (AQF), by a body registered to award the qualification in the AQF in Australia, or the student and been awarded a qualification that has been assessed as equivalent to AQF 4 or higher by an Australian body and the program was delivered in English; (a USI Transcript listing the qualification is also sufficient evidence in this case).
OR
- The student has completed an Australian Senior Secondary Certificate and can provide evidence of completion.

In the following sections, we provide guidance why Year 12 is sufficient to receive an exemption and also on the collection of evidence of Year 12 completion for each Australian State and Territory.

Why is Year 12 Evidence Sufficient for LLN Assessment Exemption?

A Victorian Year 12 VCE certificate is often deemed equivalent to having an Australian Core Skills Framework (ACSF) Level 4 equivalency due to the comprehensive educational curriculum and standards upheld in the Victorian Certificate of Education (VCE) program. The VCE curriculum encompasses a wide range of subjects, including English, mathematics, science, humanities, and languages, providing students with a solid foundation across various disciplines. Moreover, the VCE assessment system evaluates students' skills in critical thinking, problem-solving, communication, and independent learning, all of which are essential components reflected in the ACSF Level 4 proficiency. The rigorous nature of VCE studies ensures that graduates possess the necessary literacy, numeracy, and employability skills commensurate with ACSF Level 4 standards, thereby justifying the equivalence between the two credentials.

A completed Year 12 Victorian Certificate of Education (VCE) certificate is typically considered to align with the Australian Core Skills Framework (ACSF) Level 4. This alignment is supported by various indicators within the VCE curriculum and assessment structure. Firstly, VCE subjects require students to engage in complex reading, writing, and numeracy tasks, demonstrating proficiency in ACSF Level 4 skills. Additionally, the VCE assessment criteria emphasize critical thinking, problem-solving, and effective communication, which are integral components of ACSF Level 4 proficiency. Furthermore, the VCE program prepares students for further education, training, and employment, indicating a level of competency consistent with ACSF Level 4 standards. Overall, the comprehensive nature of the VCE curriculum and its emphasis on higher-order thinking skills provide substantial evidence to support the equivalence of a completed Year 12 VCE certificate with ACSF Level 4 proficiency.

Year 12 Evidence Guidance

Senior Secondary Certificate Completion

The following are acceptable as evidence of Senior Secondary Certificate Completion (refer to the sections below detailing Certificates issued in each state and issuing bodies):

- ✓ Student holds and provides a copy to CWBTS of an Australian Senior Secondary Certificate (Year 12 Certificate), awarded by an Agency or State or Territory.
 - Certificates must include a Logo for the State Issuing Body.
 - The Certificate must be an Australian Certificate.
- ✓ Student provides a copy of Year 12 results to CWBTS issued by an Agency or State or Territory.
 - Certificates must include a Logo for the State Issuing Body.
 - The results must indicate the Senior Secondary Certificate that was achieved.
- ✓ ATAR Score (ATAR Advice statement etc.)
 - Should have a UAC Logo. The current logo is as follows:



- ✓ Student presents a Graduation Certificate from their Australian School.
 - Certificates must include a Logo for the Australian School which issued it.
 - Certificates must clearly state the Senior Secondary Certificate they are Graduating with (Year 12 is also acceptable).

Note: All evidence must have the student's name.

Victorian Senior Secondary Certificates and Issuing Body

There are two senior secondary certificates in Victoria:

- ✓ Victorian Certificate of Education (VCE)
- ✓ Victorian Certificate of Applied Learning (VCAL).



The VCAA is a statutory authority primarily accountable to the Minister for Education, serving both government and non-government schools. The VCAA issue Senior Secondary Certificates and Results.

NSW Senior Secondary Certificates and Issuing Body

- ✓ Higher School Certificate (HSC)

Issuing Body and Logo:



The Education Standards Authority set syllabuses, assessment and teaching and school standards for all schools in NSW.

Information on Credentials and samples of Certificates and Results:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

QLD Senior Secondary Certificates and Issuing Body

The certificates that are available to be awarded on completion of senior secondary education (typically Year 12) in Queensland (QLD) are:

- ✓ Queensland Certificate of Education (QCE)

Issuing Body and Logo:



The QCAA is responsible for kindergarten guideline and senior secondary syllabus development, and for providing resources and services to help teachers develop curriculum, teaching and learning programs from kindergarten to Year 12. It also provides testing, assessment, moderation, certification and vocational education and training services to Queensland's education community.

Issuing Body and Logo – Prior to July 2014:



Certificates were previously issued by the Queensland Studies Authority which was replaced by the Queensland Curriculum and Assessment Authority on 1 July 2014. We can accept Certificates with the QSA logo provided they were issued prior to 1/7/20214.

WA Senior Secondary Certificates and Issuing Body

The certificates that are available to be awarded on completion of senior secondary education (typically Year 12) in Western Australia (WA) are:

- ✓ Western Australian Certificate of Education (WACE)

Issuing Body and Logo:



The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.

SA Senior Secondary Certificates and Issuing Body

The certificates that are available to be awarded on completion of senior secondary education (typically Year 12) in South Australia (SA) are:

- ✓ South Australian Certificate of Education (SACE)

Issuing Body and Logo:



The SACE Board of South Australia (formerly known as the Senior Secondary Assessment Board of South Australia, or SSABSA) administrates the certificate. The SACE Board of South Australia is an independent statutory authority of the South Australian Government accredited under ISO 9001:2008.

NT Senior Secondary Certificates and Issuing Body

The certificates that are available to be awarded on completion of senior secondary education (typically Year 12) in Western Australia (WA) are:

- ✓ Northern Territory Certificate of Education and Training (NTCET)

Issuing Body and Logo:



ACT Senior Secondary Certificates

The certificates that are available to be awarded on completion of senior secondary education (typically Year 12) in the Australian Capital Territory (ACT) are:

- ✓ The ACT Senior Secondary Certificate
- ✓ The ACT Senior Secondary Record of Achievement
- ✓ The ACT Tertiary Entrance Statement

Issuing Body and Logo:



The ACT Board of Senior Secondary Studies has purview over the ACT Senior Secondary Certificate and Record of Achievement, the Tertiary Entrance Statement, and the Statement of Achievement.

Previously Assessed LLN

Students not meeting entry levels:

If a student undertaking enrolment has already completed an LLN assessment through CWBTS at the required ACSF level, however the results indicate an insufficient level of LLN for the program they are seeking enrolment into, they may need to complete a new assessment.

The enrolments team will make an LLN event in VETtrak to notify the Senior Training Coordinator – Student Learning Needs & Welfare of a previous student result. The Senior Training Coordinator – Student Learning Needs & Welfare will make a determination as to whether the student needs to complete another LLN assessment. If it is determined that the student does not require a further assessment, the Senior Training Coordinator – Student Learning Needs & Welfare will make notes on the existing LLN summary, and place that into the student folder.

Students meeting entry levels:

If the enrolling student has previously completed an LLN assessment through CWBTS and their results indicate that they meet entry levels for the program they are seeking enrolment into (or where the LLN had previously been resolved by the Senior Training Coordinator – Student Learning Needs & Welfare), they do not need to complete a new LLN assessment. The Senior Training Coordinator – Student Learning Needs & Welfare does not need to be informed. A copy of the previous LLN results are to be placed into the student's current enrolment folder.

However, should there be any new learning requirements, past ILP or concerns raised during the enrolment, these would be noted in the PTR (or transition form) and the enrolment team would make

a LLN event in VETtrak to notify the Senior Training Coordinator – Student Learning Needs & Welfare to follow up. The Senior Training Coordinator – Student Learning Needs & Welfare will check the results and learning needs identified, make notes on the existing LLN summary, and place that into the student folder. An ILP will be created only if required.

Senior Training Coordinator – Student Learning Needs & Welfare

CWBTS has a Senior Training Coordinator – Student Learning Needs & Welfare who evaluates student needs including LLN Robot results for students that do not meet minimum program entry requirements. The Senior Training Coordinator – Student Learning Needs & Welfare facilitates all LLN assessments for CWBTS and evaluates the results.

The Senior Training Coordinator – Student Learning Needs & Welfare is advised by Student Support Services that a student has not met the required LLN Level (1 level below the recommended minimum), or where the PTR identifies any additional support might be needed by the student.

Where the student is 2 or more levels below the recommended minimum, the Senior Training Coordinator – Student Learning Needs & Welfare will discuss this further with the Training Manager and will make a determination as to whether the student can be admitted to the program, should be moved to a different stream, undertake a lower-level program (where available), or not admitted to the program at this time.

The Senior Training Coordinator – Student Learning Needs & Welfare retrieves the LLN evaluation results, saves it in the student's file, analyses the results and makes one of the following general determinations:

1. The student can enrol into the class with no further action;
2. The student can enrol into the class with a support plan (known as an 'Individual Learning Plan (ILP)');
3. A subsequent telephone or face-to-face additional evaluation will be made;
4. The student can undertake the evaluation again immediately;
5. The student will be referred to a third party or program to assist with their needs;
6. The student can undertake the evaluation again in the future;
7. The student is not suitable to undertake this program, but may be referred to a lower-level program;
8. The Senior Training Coordinator – Student Learning Needs & Welfare discusses the results and any further information with the Training Manager and a decision for program entry is made. The decision may be escalated to the General Manager Quality, Training and Compliance.

Where the student is not deemed suitable for the program, the Senior Training Coordinator – Student Learning Needs & Welfare will notify the student as soon as practicable after the LLN assessment has been completed.

Any adjustment or notes added to the LLN assessment will result in a re-upload of the LLN assessment to the student's file by the Senior Training Coordinator – Student Learning Needs & Welfare.

Where the student is deemed suitable for entry into the program with an Individual Learning Plan (ILP), the Senior Training Coordinator – Student Learning Needs & Welfare will notify the relevant Trainer and schedule a follow up call with the Trainer. They may also make recommendations to support the Trainer and where the training is workplace based, to support the employer and training supervisor in the workplace.

Other considerations will be how many students in a class group have ILP and what impact this may have on other students.

Where a student is not being admitted to a program due to not showing the required LLN competence, the Senior Training Coordinator – Student Learning Needs & Welfare will contact the student to advise them of the evaluation.

ILPs are provided to Trainers to access via VETtrak and discuss with students.

In addition to the LLN assessment, at the end of the PTR conducted for each student, the Student Support Officer conducting the PTR will answer a series of questions about the students' oral communication.

Individual Learning Plan (ILP)

An Individual Learning Plan is generally developed by the Senior Training Coordinator – Student Learning Needs & Welfare when a student does not meet the minimum LLN requirement but has been admitted to the course or if the student has medical conditions or disabilities which require support. ILPs form part of the Training Plan as they state extra support agreed to be provided to the student.

Senior Training Coordinator – Student Learning Needs & Welfare, the Trainer and General Manager Quality, Training and Compliance may contribute to the development on an ILP.

ILPs are saved in the student file together with the Training Plan and a copy provided to the Trainer.

- For All Apprenticeship students and students that are not in a shared occurrence, the Senior Training Coordinator – Student Learning Needs & Welfare will email LMS with the ILP, LMS will upload to the student and Trainer password protected canvas profile.
- For all other students, including those in a shared occurrence, Senior Training Coordinator – Student Learning Needs & Welfare will upload these to VT, ensuring these are available to the trainer via the password protected trainer portal.

The Senior Training Coordinator – Student Learning Needs & Welfare then emails the Trainer letting them know that there is an ILP for that particular student.

An ILP may also be put together where the initial LLN evaluation met the minimum requirements, but a Trainer has identified that the student requires support. In this case, they must contact the Senior Training Coordinator – Student Learning Needs & Welfare to record the ILP accordingly.

The ILP outlines the LLN Evaluation results (for each attempt made if more than one attempt was made), the gaps indicated by each ACSF category and recommendations for the Trainer or, in the case of a medical condition or disability, it will outline a management plan if additional support is required. If a student indicates there are no support requirements for their condition, and it's not a disability, then an ILP is not warranted so an email is sent to the trainer instead.

All students with an ILP will be followed up by the Senior Training Coordinator – Student Learning Needs & Welfare scheduling a follow up call or email with the Trainer. Generally, the ILP will initially have recommendations discussed and agreed with the student and Trainer and based on the gaps indicated from the evaluation. Follow up calls are generally 2 weeks or 4 weeks from commencement.

However, if a follow up call reveals a need for more detailed support or may indicate that the student is having no issues within class, further discussions will be held between the Trainer, student, and

Senior Training Coordinator – Student Learning Needs & Welfare. Where a student welfare issue is identified, this will be referred to the Training Manager.

ILPs are uploaded to VETtrak for Trainer access and also saved in the student file together with the Training Plan. (The only exception here is for Apprentices. Apprentice ILP's are uploaded to the students' profile in CANVAS, that is password protected). The Senior Training Coordinator – Student Learning Needs & Welfare then emails the Trainer letting them know that there is an ILP for that particular student.

Learner support may include, but are not limited to:

- Language, Literacy and Numeracy (LLN) support;
- Reasonable Adjustment;
- Referral to external specialist organisations and/or agencies;
- Other mechanisms, such as assistance in using technology for online delivery components;
- Other mechanisms, such as assistance with culture shock and referral for legal services, counselling, mental health support, housing and tenancy services, financial and health support.

Conditions under which a Student may Immediately Re-sit the LLN Evaluation

Students will generally be given the opportunity to re-sit an evaluation immediately where one of the following occurs:

1. The student did not fully complete the evaluation;
2. The student completed the evaluation in an unusually short time (generally 30 minutes or less) as this often indicates that a student may not have considered the importance of the evaluation;
3. The student completed the evaluation in an unusually long time (generally 90 minutes or more) as this often indicates that a student was interrupted or distracted);
4. PC or network issues experienced by the student;
5. Where a student generally did well, but because they answered some multiple choice incompletely LLN Robot will mark the whole question as incorrect;
6. They failed one section, but passed all other sections;
7. The audio component failed.

The Senior Training Coordinator – Student Learning Needs & Welfare may also choose to do a face-to-face or phone interview if the oral communication sections did not meet the required levels.

Conditions under which the Senior Training Coordinator – Student Learning Needs & Welfare may manually override the Evaluation Tool Results (LLN Robot)

The Senior Training Coordinator – Student Learning Needs & Welfare can manually overturn the results of LLN Robot and will do so under limited conditions which include:

Where a student has answered all questions in capital letters (LLN Robot automatically 'fails' students for answering with all capital letters even if their answers are correct) – the Senior Training Coordinator – Student Learning Needs & Welfare will manually review the questions and if answered correctly will overturn the outcome.

The Senior Training Coordinator – Student Learning Needs & Welfare will document their reasons for requiring to manually override the original result.

Students who are not recommended to undertake the course

Where a determination is made that a course may not be suitable for a student to undertake, they may be referred to complete a lower-level course (if applicable) or to a third party to assist them in developing skills to undertake the course at a later level.

If requested, the Senior Training Coordinator – Student Learning Needs & Welfare will research relevant third parties in their local area and make a recommendation. These students will be redirected to a more suitable course if relevant or to external services such as an RTO that specialises in Language, Literacy and Numeracy development that may support their future learning options.

Recording Determination Outcomes

The outcomes of LLN determinations are documented in the Student Management System (SMS) – VETtrak as events. These are listed below:

LLN Support	LLN Evaluation has been completed and did not meet minimum level in each category
LLN Support – In Progress	The Senior Training Coordinator – Student Learning Needs & Welfare is actively working on this support, and it is not yet resolved
LLN Support – Resolved	Student was admitted with no ILP in place
LLN Support – Resolved With ILP	Student was admitted with ILP in place
LLN Support – Resolved Unsuccessful	Student was not admitted to program

Additional events are recorded which include ‘LLN – ILP follow up’ this is recorded for every conversation with a Trainer and to schedule follow up ‘touch points’.

Where the Senior Training Coordinator – Student Learning Needs & Welfare contacts a student, they will record the event in VETtrak. All contact notes with a student prior to the LLN being resolved go in the LLN support event. Contact notes post LLN being resolved go in the Resolved with ILP event.

Evaluation of PC skills

For students who are enrolling into a course that involves PC literacy (such as accessing information online or completing learning activities or assessments online or submitting assessments via a learning management system, the students must have their PC skills evaluated as part of their LLN.

LLN Robot requires students to undertake basic PC skills in order to complete the evaluation. This includes, but is not limited to:

1. The ability to log into a computer
2. Access emails and click a link within an email
3. Login into an online database (LLN Robot)
4. Use a mouse and keyboard
5. Read and respond to online text



Students who are able to navigate and complete the LLN Robot assessment will be considered to meet PC literacy requirements.