SGA VOCATIONAL EDUCATION AND TRAINING, LANGUAGE, LEARNING AND LITERACY POLICY AND PROCEDURE

1. POLICY STATEMENT

Study Group Australia Pty Limited (SGA) is committed to providing a high quality education and training service for all students. Development of language, literacy and numeracy (LLN) in students is an important component of education at SGA’s commitment to students and satisfies the Australian Quality Assurance Agency’s requirements. SGA is committed to supporting the LLN needs of students with a range of support mechanisms, and to assisting students to identify any LLN support needs they may have prior to enrolment. This enables prospective students to make an informed decision about enrolment and SGA along with the student, to make decisions about addressing LLN needs.

PURPOSE

The SGA VET LLN Policy and Procedure sets out the framework for integration of LLN within SGA Colleges and provides guidance to SGA Colleges on the implementation and monitoring. It also reflects the expectations and responsibilities of SGA staff and its students.

2. SCOPE

This policy and its procedure are specifically focussed on LLN and apply to all students including potential students enrolled or seeking to enrol in a VET course of study with SGA, and its trading divisions. It also applies to all students enrolled or seeking to enrol in SGA courses with SGA Licensed Partner Organisations. However, where a specific learning disability is disclosed, and requests for ‘reasonable adjustment’ are made by a potential student, LLN support will be handled under the SGA Disability Policy and Procedure, and in accordance with the SGA Provision of Support for Students with Disabilities Policy. It does not cover support for other issues that students may disclose, including mental health disorders.

It should be noted that the procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other policies or under statute or any other law.

3. BACKGROUND AND NEED

Under the new Vocational Education and Training FEE-HELP (VFH) Reforms Registered Training Organisations (RTOs) are required to assess the capacity of potential students to complete a training course before enrolment. Department of Education and Training “Overview Changes to the VET FEE HELP Loan Scheme from 1 January 2016 (released Dec 2015), states that:

- The provider reasonably believes the student is academically suited to a course; and
- The student satisfies entry requirements for the course set out in the student entry procedure; and
- The student satisfies one of the following requirements
  - The VET provider obtains a copy of a Senior Secondary Certificate of Education for the student’s completion of Yr 12, for diploma and advanced diploma entry;
  - OR Both
    - The student is assessed as displaying competence at Exit Level 3 in the Australian Core Skills Framework (ACSF) in both reading and numeracy; and
    - The VET provider reasonably believes that the student displays that competence.
From 2016 onwards, RTO’s will also be required to publish an Entry Requirements Procedure setting out eligibility requirements that must be met to enrol in each VET course of study.

The Australian Core Skills Framework is a tool that describes and measures LLN skills, and is based on the National Reporting System (NRS). It describes levels of performance in five core skills areas: learning, reading, writing, oral communication and numeracy. Applications include assessing core skills performance, describing core skills in the workplace, and mapping curricula. SGA uses the ACSF as its benchmark for LLN skills.

4. DEFINITIONS AND ABBREVIATIONS

In the context of this policy the following applies:

ACSF - Australian Core Skills Framework

ILP – Individual Learning Plan

Licensed Partner Organisations – any organisation that provides services on behalf of Study Group Australia Pty Limited, including training, assessment, related educational and support services, and/or any activities related to the recruitment of prospective domestic students s. As the Registered Training Organisation, Study Group Australia Pty Limited (SGA) is responsible for ensuring all such services provided are in accordance with statutory obligations.

LLN - Language, Literacy and Numeracy

NAD – National Academic Director

Responsible Officer means the staff member or delegate with responsibility for handling the grievance, complaint or appeal on behalf of Study Group Australia Pty Limited; or the General Manager/Managing Director (or his/her nominee) of a Licensed Partner Organisation, working in conjunction with the Manager Partner Operations SGA. A Responsible Officer must not review a decision they were involved in making and must occupy a position that is senior to that occupied by any person involved in making the original decision.

SEA - Sales Enrolment Advisor

SPA – Student Progress Advisor

Student - refers to a person enrolled or seeking to enrol in any course or unit of study at SGA or at a partner organisation licensed to delivery SGA courses on behalf of SGA. A student or a potential student can be a domestic or overseas student.

VET - Vocational Education and Training

5. POLICY PROVISIONS

5.1 General Principles

SGA has an overall strategy for identifying and supporting students with LLN needs across all its colleges. SGA is committed to ensuring it is compliant with the requirements of ASQA, including those in relation to LLN support within its VE courses. All SGA Colleges engage with the SGA VE LLN Policy and Procedure including integrating it within College Teaching and Learning Plans.

Enrolment processes will include opportunities for students to disclose LLN difficulties, Learning Disabilities and/or need for support.

SGA recognises that it may not have the expertise and internal knowledge and expertise to identify the support needed for particular defined learning disability and certain other issues that students may disclose, including mental health disorders. Student disclosure of a learning disability and requests for reasonable adjustment of learning will be handled through the SGA Provision of Support for Students with Disabilities Policy, and the SGA Disability Policy and Procedure.
All SGA Colleges will implement free pre-enrolment assessment of LLN skills where students do not have the formal entry requirements. For entry at VET Diploma, VET Advanced Diploma, VET Graduate Diploma or VET Graduate Certificate, students must provide a certified copy of a Senior Secondary Certificate of Education for completion of Year 12. Free pre-enrolment assessment of LLN skills will also be offered to student who have the formal entry requirements but nonetheless would like to understand their LLN skill level. SGA will take the Australian Core Skills Framework (ACSF) as the basis for assessment of LLN skill level. All courses will clearly specify entry criteria including LLN level. Detailed free post-enrolment LLN diagnostic assessment will be offered to students as part of their course at no additional cost.

All students will have the opportunity to participate in LLN skills development during their course. Colleges will report on key performance indicators in relation to LLN as part of reports on their Teaching and Learning Plans.

6.0 PROCEDURES

6.1 Overall framework
There are three main elements to LLN support:

1. Analysis and specification of course LLN and core skills requirements
2. Individual Learner LLN Support Needs Diagnosis Process
   a. Pre-enrolment process
   b. Post-enrolment process
3. Post Enrolment LLN Support Provision
   a. System of streaming and tracking of support
   b. Self-paced and self-monitored tools
   c. Tailored group workshops
   d. Online tutorial support

6.2 Analysis and specification of course LLN and core skills requirements
Each broad AQF level in the VET domain is mapped against the ACSF core skills levels for Reading and Numeracy. This information is specified under the Course Entry Requirements. For students seeking entry to a VET diploma, VET advanced diploma, VET graduate diploma or VET graduate certificate the required LLN level is Exit Level 3 in Reading and Numeracy.

6.3 Individual Learner LLN Support Needs Diagnosis Process: Pre-Enrolment Process
Enrolment Application Forms include specific questions about educational experience and academic skills and need for LLN support.

Pre-Enrolment Short LLN Diagnostic Test in Reading and Numeracy is integrated into the Course Application Process. If a potential student has not complete the formal academic qualifications (e.g. Year 12 for diploma or advanced diploma) and other entry requirements, they will be directed to complete a short LLN diagnostic test in Reading and Numeracy (free of charge). Potential students who have completed the formal academic qualifications may also complete the test but this is not compulsory for them.

If a student does not achieve the recommended ACSF level for the course in Reading and/or Literacy, the SEA will advise them of this and discuss other study options with them.

Pre-Enrolment-Acceptance: Information about LLN Support: Information about LLN support provided by the College will be included as part of the Enrolment Application Form via a link to an information page. SEAs will advise potential students in relation to these options. SEAs are responsible only for general advice about LLN support to potential student pre-enrolment. Support Options may include:
### Table 1 College LLN Support Options

<table>
<thead>
<tr>
<th>Learning &amp; Other Support Need</th>
<th>College Support Options</th>
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<tbody>
<tr>
<td>Disability</td>
<td>SGA Disability Policy and Procedure will apply. Able to assist with referral to a learning disability specialist for advice regarding appropriate learning support and reasonable adjustment.</td>
</tr>
<tr>
<td>English Language Support for Non-English Speaking Background (Domestic &amp; International students)</td>
<td>Additional testing of English language ability may be recommended. Post-enrolment referral for English language support</td>
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<tr>
<td>Poor Secondary Schooling Experience (gaps in attendance, failure to complete Year 12 or earlier secondary school years, or achieve the LLN standards of those years, others)</td>
<td>Able to assist via range of options including:</td>
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<td></td>
<td>• Individual learning plan</td>
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<td></td>
<td>• Self-paced online learning tools (BKS module)</td>
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<td></td>
<td>• Group tutorials and workshops</td>
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<tr>
<td>Does not meet Core Skill requirements for the desired course</td>
<td>Recommend alternate courses. Identify preliminary support programs (accredited &amp; non-accredited). Articulate students into their desired programs on successful attainment of the required core skills via the above program(s)</td>
</tr>
<tr>
<td>‘Other: I will need support’</td>
<td>Ability to assist dependent on the issue</td>
</tr>
</tbody>
</table>

Any costs associated with LLN support will be clearly articulated by SEAs and in course information including College websites. For example, referral to a learning disability specialist is likely to incur a cost that will be borne by the student.

Disclosure of Learning Disability: For students who have disclosed a disability on their enrolment form and have requested ‘reasonable adjustment’ of delivery and/or assessment, the SGA Disability Policy and Procedure and the SGA Provision of Support for Students with Disabilities Policy and Procedure will be invoked. Procedures include referral to a College Student Progress Advisor or the equivalent for a discussion on reasonable adjustment (learning delivery and assessment) and other LLN support options available.

Where a student has disclosed a need for LLN support the SEA is responsible for logging this information in the core student management system and flagging it for attention by the National Academic Director (NAD) or Program Manager should the potential student proceed with enrolment.

#### 6.4 Individual Learner LLN Support Needs Diagnosis: Post-Enrolment Process

A more comprehensive, online LLN diagnostic test in English and Maths is made available to students early in the first study period within an identified core subject within each course. The online LLN Diagnostic Test (English and Maths) generates an individualised learning plan based on skills gaps identified in the test. Students may complete LLN learning modules focused the skills gaps articulated in the learning plan.

Teachers identify students who are demonstrating LLN difficulties via their efforts in various forms of assessment in which specific literacy and/or numeracy criteria are specified within subjects, and report this to the SPA.

#### 6.5 Post-Enrolment LLN Support Provision

The Post-Enrolment LLN Support Provision comprises the following elements:
1. A system of streaming and tracking support
2. Self-paced and self-monitored learning tools
3. Tailored group workshops
4. Online tutorial support

6.5.1 System of Streaming and Tracking:
Enrolled students are assigned a Student Progress Advisor (SPA) or the equivalent for the duration of their enrolment. Information captured as part of the Enrolment process will be recorded in the core student management system.

SPAs will analyse preliminary enrolment information, pre-enrolment (short) LLN Diagnostic Test results and post-enrolment comprehensive LLN Diagnostic Test results. Where a student has indicated a need for assistance and/or skills gaps have been identified in relation to ACSF levels in Reading and/or Numeracy in the pre- or post-enrolment diagnostic tests, SPAs will:

i. refer where necessary to relevant College support staff or external professionals, and/or
ii. assist students to develop an Individual learning Plan (ILP) including identified goals, timeframes for review (checkpoints). Additional input may be provided by external specialists to whom the student is referred, where relevant.

Potential referral points for various issues disclosed as part of the enrolment application include those set out in Table 2.

SPAs should conduct review meetings with students with Individual Learning Plans.
Records of these meetings and student progress is to be retained in the core student management system.

Table 2 Referral Points for Disclosed LLN Issues

<table>
<thead>
<tr>
<th>Issue</th>
<th>Type of Professional</th>
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<tbody>
<tr>
<td>Specified Learning Disabilities</td>
<td>In the case where a student has disclosed a specified learning disability including dyslexia, dysgraphia, dyscalculia, dyspraxia, dysphasia, auditory processing disorder, visual processing disorder (see Appendix 1), the student should be referred to a learning disability specialist to determine what learning support is required, prior to enrolment. The SGA Disability Policy and Procedure will apply for all disclosed disabilities including learning disabilities.</td>
</tr>
<tr>
<td>Non-English Speaking Background Students</td>
<td>Applicable to local students who may be Australian citizens but nonetheless do not have strong English language skills, as well as international students. If the student has been enrolled into a course, they may still need concurrent English language support. This may include referral to an English language course provided by Embassy College.</td>
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</table>

6.5.2 Self-paced and self-monitored learning tools:
On completion of the comprehensive LLN Diagnostic Test for English and Maths, an individualised learning plan is generated. Students are encouraged by SPAs to work through the learning modules and self-assessment quizzes provided as part of the LLN Diagnostic package provided by SGA.

6.4.3 Tailored Group Workshops: teachers may analyse LLN needs across student cohorts to tailor LLN workshops to identified LLN gaps in a class or year level.

6.5.4 Online Tutorial Support: Colleges may develop online tutorial support for development of academic skills that include LLN skills.
6.6 Staff Training and Guidelines

SEA training incorporates:
- training in course entry requirements including ACSF levels (Reading and Numeracy) required for courses
- training in the short LLN Diagnostic Test and how to compare results with required levels for courses

Guidelines are in place to assist SEAs in advising students on course eligibility and recommendations, as well as general information on the LLN and other support that can be provided by the individual SGA college.

SPA/ NAD/ Program Manager/ Course Coordinator training incorporates:
- short and comprehensive LLN Diagnostic Tests (English and Maths)
- how to create a Student Learning Plan (including goal setting and timelines)
- how to conduct a planning meeting and progress meeting with a student

Academic staff training incorporates:
- integration of LLN learning activities and assessment into subjects
- completion of the LLN Unit of Competency is required of all teachers

6.7 College Monitoring of Compliance with Policy and Procedures

College Teaching and Learning Plans incorporate strategies in relation to LLN support including compliance with this policy and procedure. Colleges report on LLN key performance indicators as part of annual course review processes. Colleges are responsible for ensuring that teachers have the required LLN unit of competency.

7. ROLES AND RESPONSIBILITIES

7.1 Student responsibilities

The student is responsible for:
- disclosing any information that needs to be disclosed about LLN needs as part of the enrolment process
- where a student does not have the formal qualifications and other entry requirements for a course, completing the short LLN Diagnostic Test
- completing the comprehensive post-enrolment LLN Diagnostic Test and where gaps in skill level are identified, engaging with the LLN support services provided by the College
- where referral to an external specialist is recommended, students are responsible for following up on this advice

7.2 SEA responsibilities

The SEA is responsible Pre enrolment for:
- ensuring that potential students who do not have the formal qualifications and other entry requirements for a course complete the mandatory short LLN Diagnostic Test, and offering it to those who do have the formal qualifications and entry requirements
- analyzing the results of the short LLN Diagnostic Tests for English and Maths in relation to the required ACSF levels for the course, and giving potential students feedback on this.
- provide advice on alternate courses if the student does not meet the LLN requirements for the course.
- giving general advice to potential students in terms of LLN support available at the College
- flagging any disclosures in relation to LLN needs in the enrolment form and/or failure to achieve the ACSF levels of the course in records kept in the student record management system and with SPAs for follow-up.
- Ensuring records of calls, enrolment forms, academic certificates and LLN initial test results are stored in Study Global
The NAD/Program Manager is responsible Post Enrolment for:

- analysis of pre-enrolment LLN information (short diagnostic LLN test, enrolment form disclosures)
- organize for post enrolment diagnostic test if required
- ensure development of Individual Learning Plan (ILP) where LLN difficulties have been identified
- communication with teachers in relation to LLN support needs of students
- store and review ILP progress
- review LLN support module completion

7.4 Teacher responsibilities

Teachers are responsible for:

- integrating LLN learning activities and assessment into their subjects
- In subjects identified as integrating the comprehensive LLN Diagnostic Test, ensuring that this test is conducted early in the first semester
- communicating with SPAs where students are demonstrating LLN difficulties via assessments

7.5 Course Coordinator responsibilities

Course Coordinators are responsible for:

- developing ILP for students with declared difficulties (for students with a disability this may include reasonable adjustment to assessments or educational delivery)
- undertake a review of ILPs in place across the course at least every 6 months.
- ensuring that LLN support is promoted to students within the course
- reporting on LLN data as part of the annual course review process

7.5 Student Progress Advisors (SPA)

SPAs are responsible for:

- escalating LLN needs identified to NAD or Program Manager
- monitoring implementation of the ILPs to ensure LLN support is promoted to students in the course

7.6 Heads of College responsibilities

The Heads of College are responsible for:

- ensuring that LLN development forms part of College Teaching and Learning Plans
- ensuring that LLN development is reported on as part of annual course reviews
- ensuring that training of staff is resourced and conducted

8. SUPPORTING DOCUMENTS

Related Websites and Documentation

- Australian Skills Quality Authority (ASQA): www.asqa.gov.au

9. APPROVAL AND REVIEW

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<tr>
<th>SGA Vocational Education Language, Literacy &amp; Numeracy Policy and Procedure</th>
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<tr>
<td>Operations Director Australasia</td>
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<tr>
<td>Policy owner</td>
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<tr>
<td>Head of Quality and Governance</td>
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