LLN Policy and Assessment Tools

Policy

QEST will ensure all individual learners have adequate LLN skills relative to the training program(s) undertaken.

It is QEST's responsibility to ensure LLN skills as/where specified in units of competency are integrated in the delivery and assessments of training programs.

Individuals seeking training with QEST will be interviewed on a one-on-one basis to ascertain LLN skills, special needs, and suitability for the course.

A self-reflection assessment tool will be used upon enrolment, based on the Australian Core Skills Framework (ACSF) to test individual LLN and Learning skills for the level required by the training program.

Initial assessment

An initial assessment of LLN skills will help identify additional support that may be required for the successful achievement of competencies by the student or may indicate if additional/alternative training is required.

This assessment will take place upon student enrolment based on a one on one interiew, which is set to focus on finding out students' previous work experience, education and training, achievements, disability, cultural background, coupled with a self-reflection assessment.

Literacy

When assessment has determined that students' Reading, Writing and Oral skills levels (ACSF levels) do not meet entry requirements to their AQF certificate, remediating strategies will be provided and may include:

- Adjusted course materials and assessment strategies that assist students in meeting qualification requirements;
- Vocationally based foundation skills support resources;
- Ongoing throughout the course students' language and literacy skills will be checked, monitored and assessed.

Numeracy

Where courses require a specific level of numeracy, as part of the course specific profile, QEST will include a self-assessment section to enable participants who enrol or are planning to enrol to determine if they have adequate ACSF numeracy levels to successfully complete a course. Students with concerns about having insufficient numeracy skills to complete the course will be provided with additional course materials and assessment strategies that assist them in meeting qualification requirements. This means students will be enrolled in core competency skills unit which address numeracy skills at the level required which will attract an additional fee of $200.

English as a Second Language (ESL)

Students with identified ESL needs are encouraged to discuss this with the Director/Teacher, who can direct to specialist support services provided by another RTO or recognised professional body outside QEST (initially) to enable them to improve their English standards.

The Department of Education has a program designed to direct people where to find advice on basic language, literacy and numeracy assistance. Their site is **http://education.gov.au**

Students requiring any further assistance or support with language, literacy or numeracy, apart from general LLN assistance named above, should speak confidentially with their Director/Teacher.

Assessment Tools

The Director/Trainer at QEST will observe the student as they complete the Enrolment

Form. Thus by simply observing how the student is able to complete the form, it will be possible to make an initial determination of the ability of the student with regards to LLN and learning skill levels. The students' oral communication will be closely observed, by trying to determine if the student, does not understand the Director/Teacher's explanations, or experiences difficulty understanding and completing the questions on the enrolment form independently. Through communication, we check to see if the students Listen, Acknowledge, Check and Enquire more for understanding. This is known as the LACE approach and comprises specific skills. For example listening skills involve the checking of following abilities:

- **Attending**
  - Posture of Involvement (leaning forward, arms & legs unfolded, no barriers created, face the person, appropriate distance
  - Appropriate Body Motion
  - Eye Contact
  - Non-distracting Environment

- **Following**
  - Describe body language, encourage other person to talk, give time to think, make open ended statements
  - Minimal Encouragers (nodding of head, ah huh, yes, etc…)
  - Infrequent Questions
  - Attentive Silence

- **Paraphrasing or reflecting**
  - Stating what the individual hears the other person say, but in his/her our own words.

Self-reflection assessment

The following self-reflection assessment tool is based on the Australian Core Skills Framework (ACSF). It is based on an interview used within any industry. Its intended outcome is a demonstration of the individual learners how they view their language and LLN skills. Its method of application can be either, by asking the questions orally and complete the form, or let the individual learner complete the form by selecting the appropriate boxes. It is imperative to put the individual at ease during this assessment. The targeted core skills covered are: Reading, Writing, Listening, Speaking, IT, Maths and Learning Skills.