

## LANGUAGE, LITERACY AND NUMERACY POLICY

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### PURPOSE

SPASA aims at all times to provide a positive and rewarding learning experience for all of our students, understanding the importance of skills in English Language, Literacy and Numeracy (LLN) and recognises that many adults do not have the LLN skills they need to effectively participate in training and workplace communication.

The purpose of this Language Literacy & Numeracy Policy is to ensure that SPASA's Trainers and Managers can identify LLN skill levels and assist Students with LLN skill needs, in order to provide them with as much opportunity as possible to complete their learning and assessment requirements, when participating in SPASA Courses.

### SCOPE

SPASA's LLN Policy and Procedure applies to current and future Students of SPASA training courses as well as all Trainers and Managers involved in the development, delivery, assessment and review of training at SPASA.

### RELEVANT STANDARDS AND GUIDELINES

This Language Literacy and Numeracy Policy document specifically addresses SNR 16.1 and aspects of SNR 15.5, 16.3 and 16.5 of the Standards for NVR Registered Training Organisations 2012

### RELATED DOCUMENTS

- Student Handbook
- Enrolment Form
- Language Literacy and Numeracy Assessment –Aptitude Test

### POLICY

All students are expected to have medium to high language, literacy and numeracy skills to be able to complete SPASA's training programs. This means the likelihood of a student with low language, literacy and numeracy skills being accepted onto the course, is extremely rare.

However this policy is to be used in the instance where someone does present to the trainer as needing this type of assistance.

All students must answer a question regarding their English capability at the time of enrolment.

## PROCEDURE

All prospective students are asked on the enrolment form “Do you speak a language other than English at home?” and “How well do you speak English?” The students is also asked “What level of High School did you complete?”

If the student selects ‘Well’ or ‘Very Well’ to the level of English, and at least year 10 in High School or has a trade qualification it is to be assumed that the student will have the language, literacy and numeracy skills to undertake the training.

If the student ticks ‘Not Well’ or ‘Not at all’ on the enrolment form, or did not reach year 10 in high school and possesses no other training or qualification the student will be contacted and arrangements made for an interview to further assess their language, literacy and numeracy skills.

The interview is generally conducted by phone. The purpose of the interview is to establish the background, motivation and general abilities of the student to determine what support SPASA may provide.

Depending on the information gained from the interview, it may be necessary to invite the student to undertake a formal LLN Assessment

## SUPPORT STRATEGIES

Where it is determined that a student does have deficiencies with language, literacy or numeracy skills, SPASA will consider strategies which reduce the barriers to a positive outcome for the student.

The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Negotiate a training program that recognises additional time may be required to appropriately support the student to complete the training.
- Obtain a commitment from the student about the additional personal effort that is required to undertake the training program.
- If agreed to by the student, engage with the student’s employer to negotiate the additional time and effort required to appropriately support the student during the training program.
- Make arrangement for their assessor to speak with the student (via phone) to monitor their progress and adjust the support strategies.
- Make reasonable adjustments to the course delivery and assessment
- Recommend an external provider where the student can get expert assistance.

## Responsibilities

The Training Manager ensures that all staff and students are aware of this policy and can guide students to get the assistance they may require. This may include referring them to an external provider or support service

## Access & Equity

SPASA does not discriminate against students or potential students who have been identified as having low LLN skills. However, the individual may be referred to a professional organisation specialising in LLN for further assistance.

Ultimately it is the choice of the participant as to whether or not they proceed with the enrolment. In a situation where SPASA has advised against proceeding until LLN skills reach an appropriate level, SPASA will not be obliged to offer the student a refund or a credit toward participating in a training course at a later date.

### **Reasonable Adjustment**

There are a number of ways that SPASA may make reasonable adjustments to the assessment procedure to allow for the LLN skills of students without losing the integrity component of the assessment. Any adjustments are made under guidance from the relevant Industry Skills Council.

These include:-

- Allowing the use of an interpreter;
- Writing material in plain English;
- Reading aloud written material to students;
- Allowing the use of a writer for students who cannot write;
- Interviewing the employer/supervisor about their work; and/or
- Asking student's to demonstrate their skills on-the-job.

Depending on the specific types of assessment, not all above adjustments are possible, appropriate or permissible. For example, allowing the use of an interpreter where an assessment specifically requires demonstration of English communication skills would invalidate that assessment.

### **Confidentiality**

All information relating to Students regarding LLN will be treated as confidential and in accordance with the **SPASA's Privacy Policy**.