

<b>Department</b>	Vocational Education & Training		<b>Author</b>	RTO Manager	
<b>Quality Controlled Document No. &amp; Title</b>	12.2	Language, Literacy & Numeracy Policy	<b>Approved</b>	RTO CEO	
<b>Version</b>	1.1		<b>Authorised</b>	RTO Academic Board	
<b>SRTOs 2015</b>	Standards 1.3 and 1.7		<b>Distribution</b>	Internal	RTO Staff
				External	N/A

## 1.0 Policy Overview

Marriott Academy's enrolment process facilitates assessing and confirming student's capacity to complete the demands of the course in which they are seeking to enrol. Marriott Academy ensures that students are provided clear information to its clients about course completion requirements, educational and support services available.

Some students, even though they may have provided evidence of the required ACSF level, may still need more language, literacy and numeracy support than others. These students may include:

- 1.1 Students whose first language is not English;
- 1.2 Students with lower educational attainment;
- 1.3 Students whose training/education has been disrupted by disability or other learning challenges, and
- 1.4 Students of First Nations People origin.

At the time of assessing a student's enrolment application, Marriott Academy considers a student's profile, based on evidence submitted with their enrolment application, to identify language, literacy and numeracy support that may be needed by the student.

Marriott Academy, prior to finalisation of enrolment, shall review all evidence provided by prospective students with respect to their language, literacy and numeracy (LLN) skills. Should there be insufficient evidence to progress a student's enrolment, then the student shall be required to undertake the Marriott Academy's ACSF LLN assessments. These assessments shall determine, and confirm, the student's ACSF level. Should the student attain an ACSF level at the level, or above, required for entry into a course, then the student's enrolment shall be approved. The RTO shall also use the LLN assessments to identify any students who may require support, even though they may have met the course ACSF level requirement.

Marriott Academy ensures that all documents are written in plain English and are produced in accordance with the RTO's marketing policy. Marriott Academy may also decide to provide information in forms other than written. For example, we could provide information to prospective students through group sessions, interviews with individual prospective, or on the phone.

Depending on the scale and scope of operations and Marriott Academy's student base, Marriott Academy may consider the following strategies to help ensure all people have access to our information.

- 1.5 A TTY phone may help hearing-impaired people access and understand your information.
- 1.6 Engage interpreters to help people with communication disabilities.
- 1.7 Large print in documents and web sites could be provided to help people with visual impairments.

Allowing interpreters, carers and other advocates to participate in, and where necessary mediate information on behalf of clients can assist.

Marriott Academy may determine that, despite students demonstrating the required ACSF level, some students whose first language is not English may need to learn specific vocabulary and grammatical structures as used in the industry context. Marriott Academy will provide support for students, where required, through a range of options including providing:

- 1.8 engaging a specialist to develop specific language skills
- 1.9 additional training provided through supplementary classes
- 1.10 in class or out of class support provided by the Marriott Academy's Student Support and Careers Manager
- 1.11 additional time to complete tasks and meet course requirements
- 1.13 specialist workshops on topics, and
- 1.14 one to one tutoring.

If Marriott Academy does not have the necessary expertise or resources to provide these services in-house, Marriott Academy may consider offering them through a partnership arrangement with another education provider or RTO.

## 2.0 Advice for Trainers and Assessors – Language, Literacy and Numeracy and Training Delivery

All students shall have their LLN skills assessed both to determine that they will be able to complete the requirements of the course(s) in which they enrol, and identify any areas where support may be required.

In everyday workplace tasks it is common for a person to use and respond to spoken and written language and use numeracy skills at the same time, all within a cultural context, which needs to be interpreted and responded to appropriately.

When designing workplace learning and assessment tasks, the trainer should be aware of this interlinking of language, literacy and numeracy. However, there will also be situations in which only one of these skills is the focus of the training, e.g. financial calculations. Although trainers will find the terms 'language, literacy and numeracy' generally used together in this document they are not interchangeable or always linked. Each term is defined below.

### **3.0 Language**

In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. In using language, we generally use a combination of communication forms such as speaking, listening, reading, writing and visual communication. Visual communication skills underpin the agreed language of the Australian deaf community, Australian Sign Language (AUSLAN).

Language can also refer to individual languages such as English, Mandarin, Warlpiri. Our workplaces often involve a mix of language groups and sometimes workers can hold technical competency without English language competency.

Language changes over time and context. Industries have their own vocabulary, including jargon, technical terms and acronyms that workers must understand. This can be very challenging for some people, particularly those for whom English is not their first language. Take the word 'cookie' for example. A baker may bake it, a photographer may attach it to a light stand and an IT technician may stop it being transmitted over the Internet.

Effective cross-cultural communication requires a range of skills including the ability to appreciate that there may be variations in the value placed on the communication forms of language. For example, while written language is highly regarded in the English language, Indigenous languages place higher value on verbal and visual communication forms.

### **4.0 Literacy**

Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening, and critical thinking with reading and writing. Literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Literacy is about our social application of language, for example in our homes, communities, schools and workplaces. Like language, literacy practices change over time and context. We have seen this over the last decade with emerging multi-media and information technologies and our multi-cultural society.

The literacy demands placed on individuals also change throughout their lifetimes. As we experience new situations we need to continually adapt and extend our literacy skills.

### **5.0 Numeracy**

Numeracy involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form.

Depending on the context this can include basic number skills, spatial and graphical concepts, the use of measurement and problem solving. Numeracy may also involve literacy, for example when extracting mathematical information from written text.

In the workplace the methods used to achieve certain numeracy tasks will differ according to the workplace requirements, technology and culture. Language, literacy and numeracy skills underlie almost all areas of work to some extent. From the factory floor to the highest level of management, language, literacy and numeracy skills influence the performance of workplace tasks.

Research has indicated that many adult Australians do not have the language, literacy and numeracy skills they need to effectively participate in vocational training and workplace communication. The increasing importance of 'generic' or 'employability' skills such as teamwork, communication and problem solving in the workplace highlights the need for underpinning language, literacy and numeracy skills.

## 6.0 Language, Literacy and Numeracy and Training Packages

Language, literacy and numeracy skills are integrated into the units of competence in all Industry Training Packages. In some instances, where they are central to workplace performance, they are discrete units of competence, whilst in other instances, where they are part of a task, they are integrated in units of competence in the performance criteria, range of variables or evidence guide.

Training Packages cover all aspects of workplace performance in their endorsed units of competency, including the required language, literacy and numeracy skills.

Where these skills are central to workplace performance, they appear as discrete units of competency, covering the sorts of reading, writing, speaking, listening and numeracy required to competently perform the workplace task. An example of this is the unit of competency *BSBCMM211 Apply communication skills* from the Business Services Training Package.

Where language, literacy and numeracy skills are part of a task, but not central to workplace performance, they may be included in any unit of competency. You will find them in the performance criteria, range of variables or evidence guide, reflecting the 'built in not bolted on' approach to the incorporation of language, literacy and numeracy into Training Packages. For example, in *BSBFIN302 Maintain financial records* from the Business Services Training Package, you will find reference to the required literacy and numeracy skills in the evidence guide.

While the *NVR Standards* and National Code 2018 require that Marriott Academy must attend to student needs such as language, literacy and numeracy, the choices about how these skills are dealt with in training rests with Marriott Academy.

The decision about what form language, literacy and numeracy support takes depends in part upon what kinds of training and assessment services are on offer. RTOs are expected to be able to assess and deliver training that deals with the full expression of competency – its technical requirements and the underpinning workplace skills and knowledge. Language, literacy and numeracy skills are integrated into the units of competency in all Training Packages. In accredited language, literacy and numeracy courses the entire emphasis is on the acquisition and development of these skills.

If Marriott Academy were to receive public funding, generally Marriott Academy will have the flexibility to use this funding in ways that best meet the needs of their client base. Where a significant number of clients are likely to need specialised language, literacy or numeracy support, an investment in securing specialist expertise will be a priority.

## 7.0 Language, Literacy and Numeracy and Training Environments

Training environments can often demand particular language, literacy and numeracy skills from participants. These may not necessarily be the same skills that are demanded in the workplace.

Trainers need to pay attention to the language-related skills they are expecting of students to participate in training and assessment and make sure these do not exceed workplace requirements.

Everybody builds language-related skills as they enter new social contexts. However, because language is everywhere, all around us and part of everything we do, we tend to forget that it is a learnt skill, and therefore something that often needs to be consciously taught. While some people do learn these skills quickly and without much conscious effort, many people do not. Most people benefit from receiving explicit teaching about any new skills they need to acquire. Trainers need to make sure that the language used in assessment and training does not make the process of learning or being assessed harder than it needs to be, and that it is in keeping with workplace requirements.

For example, in assessing a practical task such as MIG and TIG welding, it may be better for students to demonstrate their competency by actually welding and answering questions about the task, rather than writing about welding types. In learning the task, it may be better for them to watch and question skilful people, and practice under supervision, rather than by reading about how it should be done.

While trainers need to be alert to the language of instruction and the language of the workplace, they also need to consider that in some circumstances competency may be able to be demonstrated without English language competency.

## 8.0 Resources – Online

Good Practice in VET Teaching and Learning – a guide to practitioner perspectives

[https://vdc.edu.au/wp-content/uploads/2018/07/Final\\_User\\_Guide-April-2018.pdf](https://vdc.edu.au/wp-content/uploads/2018/07/Final_User_Guide-April-2018.pdf)

<https://www.voced.edu.au/vet-practitioner-resource-teaching-learning>

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/litnumstrategy.aspx>

The crux of the matter: language, literacy and numeracy and vocational education and training

<https://www.voced.edu.au/content/ngv%3A47788>

The aim of this resource is to improve language, literacy and numeracy (LLN) practices within vocational education and training (VET) delivery and assessment, and to comply with the Australian Quality Training Framework (AQTF) through a planned approach to LLN. It provides models of good practice, suggestions and practical assistance and a number fact files that include practical information and tools. This resource has been updated to take into account changes to the VET system: the development of the Australian Core Skills Framework (replacing the National Reporting System) and the review of the Australian Quality Training Framework.

The Workplace English The Workplace English Language and Literacy Language and Literacy Program

[https://www.acal.edu.au/08conf/WELL\\_Indigenous\\_McRae.pdf](https://www.acal.edu.au/08conf/WELL_Indigenous_McRae.pdf)

<https://www.voced.edu.au/content/ngv%3A55891>

Australian Council for Adult Literacy

<https://acal.edu.au/>

Integrated approaches to teaching adult literacy in Australia:

A snapshot of practice in community services

[https://www.ncver.edu.au/\\_data/assets/word\\_doc/0023/5756/nr3104.doc](https://www.ncver.edu.au/_data/assets/word_doc/0023/5756/nr3104.doc)

## 9.0 Reasonable Adjustment

*“Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.” (Reasonable Adjustment in teaching, learning and assessment for learners with a disability - A guide for VET practitioners, 2010, p. 5)*

Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning challenge) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be endorsed by the RTO Manager, the RTO Student Support Officer, and student.

Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments can encompass a range of areas including the physical environment, teaching delivery and format, utilisation of assistance equipment and reduction of study load. Examples of reasonable adjustments that can assist learners with disability to participate fully in training and assessment include:

- accessible classrooms
- changes to class scheduling
- note-taking or interpreting support
- use of disability assistive technology, such as:
  - screen readers.
  - magnification applications.
  - text-to-speech synthesizers.
  - alternative keyboards.
  - on-screen keyboards.
  - keyboard filters.
  - electronic pointing devices.
- modification to presentation mediums and techniques or teaching practices
- course materials, information and learning tasks in alternative formats
- alternative assessment formats, timeframes or tasks

The learning need that forms the basis of any adjustment to the training program will be identified and appropriate strategies will be agreed with the student. Any adjustments will be approved by the RTO Manager, recorded in the student's file and will not compromise the competency standard.

Adjustments must:

- be discussed with and agreed to by the learner with disability
- benefit the learner with disability
- maintain the integrity of the competency standards
- be a reasonable expectation in a workplace or training and assessment environment.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.