PURPOSE

Atlantis College of Management (ACM) is committed to providing high quality education and training to all students and is committed to providing any reasonable support necessary to help students with Language, Literacy and Numeracy (LL&N) difficulties to complete their course.

ACM has in place both *pre and post enrolment mechanisms* to determine whether a student's LL&N level meets course requirements.

The mechanisms will aim to assist prospective students make informed decisions about whether ACM courses are suited to their needs. In keeping with the ACM Language, Literacy and Numeracy (LL&N) policy, students experiencing difficulties with language, literacy or numeracy are offered support.

The purpose of this policy, procedure and process is to establish guidelines to:

- identify students in need of language, literacy, and numeracy (LL&N) support and
- establish employee guidelines to assist students with LL&N needs
- to ensure that all employees are aware of their responsibilities supporting Students requiring LL&N assessing and support

SCOPE

The Language, Literacy, and Numeracy (LL&N) process and guidance statement is relevant to all:

- trainers and/or assessors, and managers involved in the development, delivery, assessment, and review of training products and training materials
- current and future ACM students

It also applies to current and future students of Atlantis College of Management (ACM) training courses and is communicated to them at the enquiry, course application or enrolment stage and information relating to this procedure forms part of the Student Handbook and the ACM Corporate website.

Where access and equity issues exist for a learner, ACM takes reasonable steps to consult, consider and implement LL&N adjustments for that student. The purpose of reasonable adjustment is to provide Students with language, literacy, and numeracy disadvantages with the same or equal opportunities as those without LL&N difficulties.

DEFINITIONS

ACER	Australian Council for Educational Research
ACSF	Australian Core Skills Framework
CSPA	The Core Skills Profile for Adults (CSPA) is a tool designed to indicate reading, writing and numeracy/math's skills
LL&N	Language, Literacy, and Numeracy
OARS	Online Assessment and Reporting

POLICY

As an important part of Atlantis College of Management (ACM) commitment to ensuring that Students receive training, assessment and support services that meet their individual needs.

ACM will ensure that the language, literacy, and numeracy (LL&N) skills of Students are suitable for the course or courses in which they are enrolled.

ACM will require all Students to undertake an LL&N skills assessment program prior to attending any classes.

Student who are identified as requiring LL&N skills assistance will have a learning support strategy developed for them which includes LL&N skills assistance.

PROCEDURES

Pre - enrolment

Prior to enrolment requires that all students must demonstrate that they have the language, literacy, and numeracy (LL&N) skills sufficient to meet the selected course requirements.

A range of pathways is available to students to demonstrate whether they have the required level of LL&N skills. Atlantic College of Management (ACM) conducts the following processes to test potential students:

a) Pre – Training Review (PTR)
b) Language. Literacy and Numeracy Diagnostic

Where a student's LL&N level is identified as being lower than the specified requirements for the course, ACM will:

a) provide advice and information about alternative program choices or
b) offer the student LL&N assistance (refer below for examples of assistance offered)
Ultimately, it is the choice of participants as to whether to proceed with the enrolment
c) ACM also reserves the right to refuse a student' enrolment based upon the fact that the student is **not capable** of successfully completing the course, as this is in the student's best interest.

LL&N Assessment and Interview at Orientation

During their first day at ACM, after the orientation session, Students will undertake an online Language, Literacy and Numeracy (LL&N) skills assessment and interview to determine whether they may require LL&N skills assistance to successfully complete the course in which they are enrolled.

Online assessments are completed using the *Core Skills Profile for Adults (CSPA) Online Assessment and Reporting (OARS) platform* to identify individuals' literacy and numeracy skills, aligned to the Australian Core Skills Framework (ACSF).

Applicants for enrolment will be accepted only if they are assessed as satisfying the academic and English language entry requirements.

Please refer to the policy and procedures *Applications, Offers and Enrolments.*

Making the Assessment Judgement

The RTO Manager will make a judgement about the learner's skill level in conjunction with the CSPA individual student report.

The CSPA individual student report can be used to develop *individual learning plans (ILP)*, assists identify LL&N support required and assists with identifying suitable pathways and potential VET qualifications for the student.

Communicating the assessment decision to the candidate

The RTO Manager or Student Service Manager will explain the results of the assessment to the learner, what the outcomes mean, and how they may impact on and training that the learner may undertake. The RTO Manager or Student Service Manager will answer any questions that the learner might have.

CSPA Individual Student Report

The Core Skills Profile for Adults (CSPA) Online Assessment and Reporting (OARS) platform produces a "*Language, Literacy and Numeracy Skills Summary*" report for each student.

The LL&N report clearly identifies any LL&N skills assistance that a student may require. The LL&N skills summary report for each student is filed in the student's file.

The report is a two-page PDF document that highlights which questions the student responded to correctly and those that were incorrect. The report also includes the scale score achieved by the student, which correlates with the Australian Core Skills Framework (ASCF) Working At/Exit Level they have obtained.

In conjunction with the enhanced CSPA Group Report, these reports can be used by the RTO Manager and Trainer and/or Assessor's to develop *individual learning plans (ILP)* and use the information to identify if targeted LL&N support is required and decide on suitable pathways and potential VET qualifications and pathways for students.

LL&N skills and the Learner Support Needs Records

Information about LL&N skill levels of Students is entered into each student's file.

Refer to the policy and procedures *Records (Management)* and *Records (Retention)*

Considering LL&N skills in the Development of Training Plans and Session Plans

The LL&N skills summary report should be referred to by the RTO Manager and the Trainers and/or Assessors involved in the development of training plans and session plans for any cohorts of which the student is part. The RTO Manager Officer will further consider:

- the support provided,
- the context,
- the task and
- the task complexity.

Failing to undertake the LL&N skills test

Students who do not attend the scheduled orientation session will undertake the LL&N skills assessment test on their alternative orientation date. This process must be completed within *two (2) weeks* of enrolment.

LL&N Skills Assistance

Students who are identified as requiring LL&N assistance will be required to attend an interview with an appropriate delegated Faculty Member.

The Student Services Manager is responsible for ensuring that an appointment for the interview is arranged. The interview will take place no later than *one (1) day* after the orientation session.

A typical approach is for the delegated Faculty Member to conduct one-on-one LL&N skills assistance sessions for a period of *three (3) hours per week over* the duration of the first term of the student's studies. (Please refer to the current *Tuition Fee Schedule*).

While attendance at LL&N skills assessment sessions is not compulsory, Students will be very strongly encouraged to do so should their LL&N skills assessment indicate that it is necessary.

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LL&N and Assessment Strategies

When developing Training and Assessment Strategies and Practices documents, ACM considers the LL&N skills of Students.

The objective is to ensure that Training and Assessment Strategies reflect the LL&N skills required by Students to participate in training and assessment, and to participate at the workplace upon completion of the training and successful assessment.

LL&N and Assessment Tools

Assessment tools are reviewed as part of the development and review process to ensure that they are suitable for the language, literacy, and numeracy (LL&N) skills of the students to whom they are to be administered.

Please refer to the policy and procedure *Developing Assessment Tools*

Post - Enrolment

Trainers and Assessors are to ensure that they monitor student assessment submissions for any LL&N issues.

Where a trainer and assessor identifies LL&N gaps that will significantly impact upon the student's ability to complete the course, the trainer and/or is to notify ACM's RTO Manager to discuss the required support that can be provided to the student.

The range of support options available can include, but not limited to:

a) Providing student with additional time to complete assessment tasks
b) Meeting with student to discuss strategies that the student could employ to improve their language or numeracy skills
c) LL&N specialist sitting in on class to assist the trainer in helping student with LL&N challenges
d) For students of non-English speaking backgrounds, the option of enrolling into a third-party ELICOS or EAL course can be suggested. This may incur a fee and all affected students will be contacted prior for their approval.
e) Students may also be referred to an external LL&N expert. Additional support may occur on a fee for service basis if required and this is assessed on a case by case basis.

There are several ways that ACM may make reasonable adjustments to the assessment procedure to allow for the LL&N 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:

a) Writing material in plain English
b) Providing audio-recorded material for students who have difficulty reading
c) Reading aloud written material to students
d) Allowing the assistance of a writer for students who cannot write
e) Using signs, pictures and graphics

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Depending on the specific types of assessment, not all above adjustments are possible, appropriate, or permissible.

Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, ACM may direct participants to a literacy specialist.

A Commonwealth Government support service that may be further considered is:

Organisation	Contact Number	Web URL
The Reading Writing Hotline	1300 6 555 06	https://www.readingwritinghotline.edu.au/

If a student or potential student **makes a complaint** to the *Australian Human Rights Commission* about any aspect of their involvement with Atlantis College of Management (ACM), the **burden of proof lies with us to prove that we did not discriminate**.

Finally, the confidentiality of students who require additional support services are in accordance with the policy and procedure *Privacy.*

LL&N Skills Assistance as part of an Intervention Strategy

Students may be required to attend LL&N skills assistance classes as part of an intervention strategy if they are not making satisfactory course progress according to the policy and procedure *Monitoring Course Progress*.

Students Seeking LL&N Assistance

Students are encouraged to seek LL&N assistance. They are informed at orientation and in the *Student Handbook* of the LL&N assistance available from the LL&N skills officer. Students may make an appointment with the LL&N skills assistance officer by enquiring at the reception desk.

There is a fee (please refer to the current *Tuition Fee Schedule*) for one-on-one LL&N skills assistance sessions with a delegated Faculty Member.

Students are informed of this fee in the *Enrolment Offer and Acceptance Agreement* which they sign prior to indicate acceptance of the ACM conditions of enrolment.

Standards for Registered Training Organization's 2015

Under the Standards for RTOs 2015, Atlantis College of Management (ACM) needs to determine the support needs of students and provide access to educational and support services as necessary, so that students can meet the requirements of the course they are enrolled in.

The key Standards that are relevant to Atlantis College of Management (ACM) providing services to students with a disability include:

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Standard 1 - the RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Standard 4 - accurate and accessible information about an RTO, its services and performance are available to inform prospective and current learners and clients.

Standard 5 - each learner is properly informed and protected.

Standard 8 - the RTO cooperates with the VET Regulator and is always legally compliant.

Disability Standards for Education 2005

The Disability Discrimination Act (DDA) makes it unlawful to discriminate against a person on the grounds of disability. Section 22 of the DDA contains specific requirements for educational authorities and providers.

Discrimination in this sense refers to people with disability being treated less fairly than people without.

The Act also covers people who may be treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability. All education providers, including ACM, have responsibilities under the DDA.

These standards outline the legal obligations of education providers and articulate how responsibilities under the DDA should be implemented within education settings.

The definition of disability under the Act is intentionally broad. It includes:

a) Physical disabilities
b) Intellectual disabilities
c) Psychiatric disabilities
d) Sensory disabilities
e) Neurological disabilities
f) Learning disabilities
g) Physical disfigurement, and
h) The presence in the body of disease-causing organism

ACM has obligations under the Education Standards at all stages of the education process. This includes obligations in relation to enrolment, participation, curriculum development, accreditation, and delivery, as well as student support services.
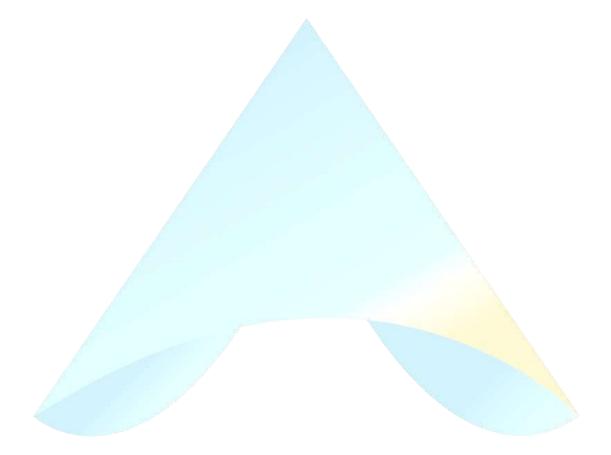
Examples of how Atlantis College of Management (ACM) can meet these obligations include:

a) If we are planning a new course or developing teaching materials, we must consider the potential needs of students with disability and ways we may be able to incorporate *adjustments* or *alternative* learning and assessment strategies.
b) When a person is enrolling, or trying to enroll in a VET course, we must ensure the person can enroll on the same basis as other students. For example, they

may need to access course information in alternative formats in order to make an informed decision about their studies.

c) When a student is studying a course, they should have the same opportunities as other students to participate in the course and to use all relevant services and facilities, on the same basis as everyone else. This may mean making reasonable adjustments.

d) Students with disability *may not be expelled* from a course because of their disability. If a student believes that the reason for expulsion is directly related to their disability, they may have grounds for a complaint.

e) The Education Standards also apply at course completion in that all students with disability who have met the course requirements must receive the same recognition as students without disability

RESPONSIBILITIES

a) Atlantis College of Management (ACM) is responsible for:

- ensuring this policy available to all students, administrative, marketing and academic staff
- ensuring that the academic staff members know how to identify, respond, and deal with Language, Literacy and Numeracy (LL&N) concerns

b) The RTO Manager is responsible for developing and overseeing the implementation of the policy, monitoring the assessment practices, and evaluating the effectiveness of the policy and procedure.

c) The Student Services and/or Marketing Manager is responsible for ensuring that the Student Survey process is completed during the Admission, Enrolment and/or Orientation process.

d) Trainers and/or Assessors are Trainers and Assessors are to ensure that they monitor student assessment submissions for any LL&N issues.