Appendix 1: Determining LLN Support Options for VET students

All prospective VET students are required to undertake a LLN review administered by VETASSESSas as part of their pre-training review and application to study with Federation TAFE. The outcome of the LLN review is determined by VETASSESS against the required ACSF level for each qualification or training product. In the event that a student does not achieve the required level, they will be classified as “Working towards” the required level. For students who have not achieved the required ACSF level, trainers/ assessors will be required to determine if the prospective student may still enrol with or without additional LLN support or if an alternate pathway shouldbe offered.

The determined outcome and aprospective student’s application in the following format

* It is recommended that the applicant enrol but will require additional LLN Support.
* Although the applicant does not meet the required ACSF levels as outlined in the TAS, the trainer/assessor deems the applicant able to undertake study without support. Please note the rationale for this decision:
* It is recommended that the applicant undertake a foundation program or alternate pathway program prior to enrolling into this course.

To provide literacy and numeracy support, a range approved Literacy and Numeracy Support units to address individual needs of vocational learners to facilitate completion of a vocational qualification are utilized.

Two delivery models of LNSUPPORT are available:

**Team-teaching model**: under this model, LNSUPPORT is blended with the primary VET course of study and involves a specialist Literacy and Numeracy Support teacher co-teaching alongside the teacher(s) for the primary VET course. This provides highly contextualised support to learners that is integrated into the delivery of their primary VET course.

**Standard delivery**: under this model, students attend separate LNSUPPORT classes which are delivered in conjunction with their primary VET course of study, with support contextualised to the primary course content.

The following tables provide guidance in interpreting the scores achieved as part of the LLN and digital capability review administered by VETASSESS.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | | | |
|  | **ACSF level achieved** | **Learning Support recommended (marks)** | **Alternative Pathway recommended (marks)** |
| **ACSF 1 Test – out of 15** | 10 and above | Between 8-9 | 7 and below |
| **ACSF 2 Test – out of 20** | 15 and above | Between 13-14 | 12 and below |
| **ACSF 3 Test – out of 30** | 19 and above | Between 15-18 | 14 and below |
| **ACSF 4 Test – out of 20** | 13 and above | Between 11-12 | 10 and below |
| **Numeracy** | | | |
|  | **ACSF level achieved** | **Learning Support recommended (marks)** | **Alternative Pathway recommended (marks)** |
| **ACSF 1 Test - out of 24** | 17 and above | Between 13-16 | 12 and below |
| **ACSF 2 Test – out of 23** | 16 and above | Between 13-15 | 12 and below |
| **ACSF 3 Test – out of 30** | 21 and above | Between 17-20 | 16 and below |
| **ACSF 4 Test – out of 22** | 14 and above | Between 11-13 | 10 and below |

* Unless the prospective student can provide Federation University with a copy of their Senior Secondary Certificate of Education proving completion of year 12 (VCE) or a copy of a verifiable certificate that a qualification at level 4 or above in the Australian Qualifications Framework has been awarded to them, they must demonstrate reading and numeracy competence at or above Exit Level 3 ACSF to be eligible for a VET Student Loan. The minimum required pass rate to achieve Exit Level 3 ACSF in Reading is 63% and 70% in Numeracy.
* The minimum required pass rate to achieve ACSF levels 1, 2 and 4 in Reading is 67% and 70% for Numeracy.
* The lowest pass rate to be considered in the category of learning support being recommended is 55% in both Reading and Numeracy.
* When a student is identified within the range for learning support or alternate pathways, Federation University may provide opportunity for the student to re-sit the review. Students may undertake 2 re-sits of the LLN and Digital Capability review at the discretion of the Program Manager. Any further re-sits of the LLN and digital capability review will be at the discretion of the Director of Operations. Note that the re-sit will be the same set of questions. For that reason, question order and question answers will be jumbled.

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| --- | --- | --- | --- | --- |
| **Writing Marking Guide** | | | | |
|  | **ACSF 1** | **ACSF 2** | **ACSF 3** | **ACSF 4** |
| **Spelling** | Spelling is inconsistent with variations | Variations in spelling that do not interfere with meaning | Spells with reasonable accuracy | Accurately spells frequently uses words and technical terms / specialised vocabulary |
| **Punctuation** | Inconsistent uses basic punctuation | Uses basic punctuation accurately (capital letters, full stops and commas) | Uses punctuation to aid understanding | Uses punctuation accurately and effectively |
| **Audience and Purpose** | Shows some recognition that texts have different purposes | Words and grammar use impact audience and purpose | Begins to use writing as a tool | Addresses the context, purpose and audience |
| **Grammar Use** | Uses limited verb tenses | Uses simple cohesive devices | Uses complex and compound sentences | Uses grammatical structures and vocabulary appropriate to register |
| **Structure and Organisation** | Uses basic structures | Begins to sequence writing | Sequences writing to produce a cohesive text | Interrelates ideas and information |
| **Language Use** | Uses a small bank of words | Uses language of personal relevance | Uses vocabulary with precision | Selects vocabulary to create shade of meaning |

* + Writing is assessed by an LN specialist through VETASSESS

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| --- | --- |
| **Digital Capability** | |
| **Digital Level** | **Score** |
| NOVICE | Between 0 - 6 |
| CAPABLE | Between 7 - 22 |
| ADVANCED | Between 23 - 30 |

* + The digital capability levels are determined using 10 questions (questions 1-10). Each question is awarded a point level based on their difficulty
    - Questions 1 and 2 = 1 point each
    - Questions 4 and 7 = 2 points each
    - Questions 8 and 10 = 3 points each
    - Questions 3 and 9 = 4 points each
    - Questions 9 and 5 = 5 points each

# LLN considerations when designing and delivering vocational and foundation programs

# Federation University VET staff are encouraged to use the following strategies when considering the LLN needs of the students and LLN teachers are available to work with vocational teachers to design programs reflecting this.

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| Core Skills | Training support strategies |
| Reading | * Ask questions to establish prior knowledge of words and concepts * Introduce industry and technical terminology, provide glossaries and encourage the use of learner’s personal word lists and dictionaries * Encourage learners to use strategies such as skimming, scanning, analytical reading and critical reading * Have students paraphrase what they have read * Ensure that the resources used are at an appropriate LLN level or modify the resources to better suit the learners * Supplement reading resources with videos, diagrams, pictures and photographs. * Providing oral support such as practitioner reading texts aloud and paraphrasing into key points * Questioning to review and check comprehension * Explain how to highlight key words or concepts and take notes from |

|  |  |
| --- | --- |
|  | * Written texts to assist in comprehension |
| Writing | * Provide learners with spelling strategies Give learners real world example of:   + Completed workplace forms they need to be able to use.   + Documents they may need to create such an emails, brochures, letters, reports etc.   + Client records * Provide many opportunities for learners to practice with real workplace forms and documents * Provide glossaries of industry and technical terminology * Encourage note taking for key points to assist with planning * Provide and encourage the use of a dictionary and thesaurus |
| Oral Communication | * Provide an encouraging environment with many opportunities to practice oral communication skills such as:   + Role playing communication skills and activities   + Pair work   + Small group discussions   + Whole class discussions   + Presentations * Use oral development activities * Support oral training or discussions with written handouts * Use clear, explicit language * Speak naturally but at a moderate pace * Use culturally appropriate language * Supplement oral presentations with pictures, diagrams, and videos * Teach note taking skills from oral presentations * Demonstrate active questioning and listening * Provide glossaries for industry and technical terminology |
| Numeracy | * Provide handouts on the steps to take to complete mathematical procedure or exercise * Provide opportunities to practice challenging concepts * Break challenging or complex tasks down to small chunks to allow learners to fully understand each stage * Use multiple learning modalities (visual, kinaesthetic and sensory) |

|  |  |
| --- | --- |
|  | * Discussions to explore mathematical processes including: plan, generalise, hypothesise, test ideas and form conclusions * Introduce mathematical language: e.g. there are many ways to say 'multiply', such as 'times', 'by', 'product' * Provide learners with a glossary of mathematical language * Use '"real word" practical .examples in learning activities * Provide support materials such as measurement charts * Encourage the use of aids such as calculators and how to use the various functions * Ensure learners know how to use tools such as rulers, tape measures, scales etc. |