Appendix 1: Determining Learning Support Options for VET students

All prospective VET students are required to undertake a LLN review administered by VETASSESS prior to attending a pre-training review. The outcome of the 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 learner support or if an alternate pathway should be offered. Learner support options are discussed and documented at the pre-training review.

To provide learner support, a range of Foundation Programs are used which include units from Certificate I in General Education for Adults, Certificate II in General Education for Adults, Certificate II in Skills for Work and Vocational Pathways and Literacy and Numeracy Support. Depending on individual student need, these programs are either provided as additional support or delivered as a standalone program. Students are provided with digital capability learner support through resources provided by the LN Support team and the VET Practice Unit including self-paced learning modules, and just in time support along the student learning journey.

The decision to offer a prospective student a place within a training product is the responsibility of the trainer undertaking the pre-training review. The trainer is also responsible for determining if learner support is recommended or if an alternate pathway should or can be offered. Any learner support options offered to prospective students must be documented on the Pre-Training Review form.

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 23	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 20	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 Education 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.

Federation University

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

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

1.   Learning Support Programs

The delivery of additional support programs focus on:

a)   Language and literacy skills - to read, interpret, evaluate and create a range of texts within the context of the vocational area and relevant to the ACSF levels of the vocational course.
b)   Numeracy skills - to apply knowledge of everyday and formal numeracy in a range of contexts applicable to the vocational area relevant to the ACSF levels of the vocational course.

The delivery of standalone programs focus on:

a)   Language and literacy skills - to read, interpret, evaluate and create a range of texts as preparation for further study/employment.
b)   Numeracy skills - to apply knowledge of everyday and formal numeracy in a range of contexts as preparation for further study/employment
c)   Skills and Knowledge – to conduct a project and to investigate pathways and develop, implement and review a learning plan.
d)   Information Communication Technology (ICT) - to equip learners with digital literacy skills as preparation for further study/employment

Upon successful completion of the program the student may choose to enrol in the desired vocational course or seek for employment or other training.

2.   LLN teachers

2.1   Federation College has a range of LLN teachers with appropriate qualification and experience in delivering learner support programs.

2.2   The required qualifications for LLN teachers who deliver standalone Foundation Programs
- have the training and assessment competencies determined by the National Skills Standards Council or its successors,
- have the relevant vocational competencies at least to the level being delivered or assessed, and;
- Continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of RTO services. Relevant vocational competencies include holding an AQF 7 or above teaching qualification (core units). Where teacher/assessor does not hold a formal relevant qualification, they would need to demonstrate relevant knowledge of the theory of literacy/numeracy development or adult literacy/numeracy pedagogy and its application.

2.3   The required qualifications for LLN teachers delivering additional support programs:

- have the training and assessment competencies determined by the National Skills Standards Council or its successors,
- have the relevant vocational competencies at least to the level being delivered or assessed, and;
- Continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of RTO services. Teachers and assessors working in the FSK Training Package are required to demonstrate current industry skills relevant to the training/assessment being undertaken and recognised expertise in the delivery and assessment of foundation skills.

3. Role of the LLN teacher

Aside from regular teaching/ assessment duties the LLN specialist is also required to:

3.1 Provide recommendations on the steps to be taken when the student has been identified as needing LLN assistance.

3.2 Refer where appropriate to refer the student to Federation College foundation skills program or to external LLN programs

3.3 Assist trainers in making reasonable adjustments to their training materials and assessment techniques to support the learners with LLN difficulties.

4. Post LLN assessment of Foundation Programs

4.1 Students enrolled in Foundation Programs (VTG funded) are required to have a post assessment /review of their LLN levels in Reading, Writing and/or Numeracy

4.2 This assessment/review is completed by an LLN teacher using a Federation University LLN Post assessment tool

4.3 The post assessment/review must be completed within 30 days of the completion of or withdrawal of training and submitted to the LLN Coordinator

4.4 The post assessment/review data will be entered into the online database by the LLN Coordinator

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 /coordinator are available to work with vocational teachers to design programs reflecting this.

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:
	     o Completed workplace forms they need to be able to use.
	     o Documents they may need to create such an emails, brochures, letters, reports etc.
	     o 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:
	     o Role playing communication skills and activities
	     o Pair work
	     o Small group discussions
	     o Whole class discussions
	     o 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.