

## **Appendix 2: Determination of the minimum LLN skills required to successfully complete the training program**

The requirements for the minimum LLN skills (measured in terms of ACSF levels) be can ascertained in the following ways:

1. Documented levels listed within Training packages/Accredited course requirements or
2. Industry consultation plus
3. Teacher/assessor input

### **1. Documented levels listed within Training package/ Accredited course**

Check the current training package or accredited course documentation to ascertain whether there have been predetermined LLN levels listed within some or all of the domains of the ACSF for the required units

### **2. Industry Consultation**

When Federation College or FedUni TAFE prepares the Training and Assessment Strategy (TAS) for each course, the best practice it deploys is to circulate the TAS to industry experts for their feedback and comments.

All the industry experts' comments are captured in the Industry Consultation form.

- a) Brainstorming and listing written and spoken texts used in the workplace.
- b) Listing of nature and level of tasks required using these written and spoken texts.
- c) Listing of numeracy tasks and levels of complexity of tasks required in their job roles

### **3. Teacher/Assessor Consultation**

- 3.1 A team composed of a combination of LLN specialists and teachers/assessors meet to determine the LLN skills required to undertake a course by:
  - Reading and understanding the unit descriptions taken from [www.training.gov.au](http://www.training.gov.au).
  - Brainstorming and listing written and spoken texts required within each unit of study.
  - Listing of nature and level of assessment tasks required using these written and spoken texts.
  - Listing of numeracy tasks and levels of complexity of tasks required for units of study
- 3.2 The vocational course coordinators consult Federation College's LLN coordinator and set the entry level requirement in LLN skills for each course i.e. ACSF levels in reading, writing and numeracy (this is based on the combined feedback collected from industry and teachers/assessors)
- 3.3 Assessment tools are reviewed keeping the industry expectations in mind and then they are validated against the principles of assessment and the rules of evidences.
- 3.4 The changes suggested are incorporated, version controlled and then used by all departments.

#### **4. Determining suitability of LLN Review tool**

- 4.1 The entry level ACSF requirements and digital capability for each training product are determined by the Education Manager and are documented within the Training and Assessment Strategy – Part A.
- 4.2 Federation University Australia uses VETASSESS to administer LLN and digital capability review tools for prospective students in accordance with the pre-determined ACSF level for each training product as specified in the training packages or the curriculum and the industry requirements as per Clause 2 of this procedure.
- 4.3 VETASSESS provides access to the LLN and digital capability review tools that has been determined to adequately assess the ACSF level required.
- 4.4 All LLN reviews are mapped to an ACSF level and structured under the following headings across all courses to maintain a consistency:
  - a. Writing
  - b. Reading
  - c. Numeracy
- 4.5 The digital capability review tools determine the level of prospective student against the following headings across all courses to maintain consistency:
  - a. Novice
  - b. Capable
  - c. Advanced
- 4.6 All LLN reviews tools are validated by VETASSESS using a panel of individuals with current LLN skills and knowledge<sup>1</sup> to ensure that the LLN review are in line with the principles of assessment: The review process is to be conducted with honesty and integrity ,fairness, flexibility, validity and reliability and the rules of evidence: validity, sufficiency, authenticity and currency.

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<sup>1</sup> These individuals include vocational trainers, LLN specialists and managers

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