# LLN
# Policy and Procedure

CAMPBELL
INSTITUTE

**Granville Campus (Head Office)**
Level 1, 16-20 Good Street Granville NSW 2142
0422 092 884 • info@campbellinstitute.edu.au

# LLN POLICY AND PROCEDURE

## CONTENTS

1. Purpose - - - - - 2
2. Scope - - - - - 2
3. Definitions - - - - - 2
4. Policy Statement - - - - - 2
5. Methods used to identify language literacy and numeracy needs - - - - - 2
6. LLN Results - - - - - 3
Version Control - - - - - 3

## 1 PURPOSE

The purpose of this Policy is to provide a reference in the framework for integration of LLN within its training and assessment of all enrolled learners. It provides guidance on the implementation and monitoring of LLN requirements. It assists staff in identifying learners that may have LLN needs and or gaps and how these needs will be supported.

## 2 SCOPE

This policy applies to all prospective learners and RTO staff.

## 3 DEFINITIONS

- The Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.
- Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.
- 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.
- Numeracy is the ability to reason and to apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental arithmetic like addition, subtraction, multiplication, and division.

## 4 POLICY STATEMENT

**4.1** The term 'language, literacy and numeracy' refers to five core skills; learning, reading, writing, oral communication and numeracy. These five core skills have been identified by the Australian Core Skills Framework (ACSF) as the essential skills for individuals to hold to participate effectively in society including the workplace and the education sector

**4.2** Campbell Institute ("the RTO") is committed to providing quality training and assessment services in compliance with its regulatory and legislative obligations. The RTO endeavours to provide all its learners an equal opportunity to successfully complete their learning. It is important to identify any learning difficulties at the earliest opportunity. Therefore, all learners are required to undertake LLN assessment prior to commencing their course.

**4.3** Each Training Package sets a minimum requirement in language, literacy and numeracy skills of learners, with which the RTO must abide.

**4.4** The RTO makes appropriate concessions for language, literacy and numeracy issues of learners where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

**4.5** Depending on previous formal study, prospective students may be asked to undertake an LLN assessment as part of the enrolment process to identify where additional support for the student may be required.

## 5 METHODS USED TO IDENTIFY LANGUAGE LITERACY AND NUMERACY NEEDS

**5.1** All LLN documentation must be presented or LLN assessment successfully completed prior to commencing any study with Campbell Institute.

**5.2** The following methods are used to assess the Language Literacy and Numeracy levels of our prospective learners:

- Records of previous skills, education and training
- Written Language, Literacy and Numeracy Assessment Screening Tool.

**5.3** Prospective learners will be asked to provide evidence of previous learning during the course pre-approval documentation. This may be in the form of a transcript from their USI records.

- If learners are unable to produce a qualification in line with the above guidelines they will be required to undertake relevant LLN testing for the course level.
- Upon enrolment students are encouraged to identify on the enrolment form any disabilities or learning difficulties they are aware of which might impact their learning ability.

## 6 LLN RESULTS

Using the results from the LLN assessment and the information on the enrolment form, students may be identified as having potential learning disadvantage. Where a Learner is deemed, either prior to enrolment or throughout the training program, to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package will not necessarily be excluded from enrolment but at the discretion of the CEO, the RTO will provide appropriate advice and support to the Learner regarding further learning options.

At times, further language or literacy development or remedial assistance may be required to be completed prior to the continuation or completion of the Learner's course of study. A learner that does not meet the LLN assessment requirements for the designated course will be designated "at risk".

Where support needs to go beyond what can be met during the training and assessment process, and additional support is required, the RTO will direct participants to an external literacy specialist at the learner's own expense.

## VERSION CONTROL

| Version Number | Date | Document Name: | Description of changes | Approved By | Date of next review |
|---|---|---|---|---|---|
| 1.0 | 31.10.2024 | Campbell Institute LLN Policy and Procedure V1.0 October 2024 | • Policy and procedure were created.<br>• Released for comment | Harpreet Singh (CEO) | 30.10.2025 |
| 1.1 | 18.09.2026 | Campbell Institute LLN Policy and Procedure V1.1 September 2026 | • Update address | Harpreet Singh (CEO) | 17.09.2027 |