

Language, Literacy and Numeracy (LLN)

Policy and Procedure

Purpose

This policy ensures HATS QLD Pty Ltd. T/A Hope Centre Education identifies, assesses, and supports students' language, literacy, and numeracy (LLN) needs to enable successful participation and completion of training. The policy establishes consistent processes for assessing LLN, developing support strategies, and referring students where required, in alignment with the Standards for RTOs 2025.

Clause Alignment:

- *Outcome Standard 1.4:* Learners are informed about LLN support services prior to enrolment.
- *Outcome Standard 1.6:* Trainers and assessors are equipped to support learner needs, including LLN.
- *Outcome Standard 1.7:* Appropriate LLN support is provided based on individual learner needs.

Policy Statement

2.1 Hope Centre Education is committed to equitable access to training by providing support to learners with identified LLN needs.

2.2 All prospective students complete a pre-enrolment LLN assessment, appropriate to their qualification level, mapped to the Australian Core Skills Framework (ACSF).

2.3 Students requiring support have an LLN Support Plan developed in consultation with the student, outlining agreed strategies, timelines, and review processes.

2.4 Trainers and assessors are trained to identify LLN barriers, adapt delivery, and support students appropriately.

2.5 Confidentiality is maintained when collecting and handling LLN-related information.

2.6 Where internal support is insufficient, students will be referred to external specialists.

LLN Exemptions

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Hope Centre Education recognises that students who have previously demonstrated adequate language, literacy, and numeracy (LLN) skills through study or residency may be exempt from completing the LLN assessment.

An exemption may be granted where the student provides verified evidence of one or more of the following:

- Successful completion of an AQF Level 4 qualification or higher within Australia in the past 2 years
- Completion of a higher education qualification (Bachelor, Masters, or PhD) in Australia, or overseas where the course was delivered in English
- Current enrolment in a higher education course in Australia with at least 6 months of study completed
- Evidence of residing, working, or studying in Australia for a period of at least 6 months, with documentation supporting functional English proficiency

All exemption applications must be supported by documentary evidence and approved by an authorised Hope Centre Education staff member.

This LLN Exemption Procedure is aligned with the Standards for RTOs 2025 (F2025L00354), specifically Standard 1.2 and 1.3, which require RTOs to assess and support student entry requirements while recognising evidence of prior study or experience that demonstrates adequate LLN capability.

Procedure

3.1 Assessment

- All students complete an LLN assessment as part of the Pre-Training Review process.
- Assessment results are compared to ACSF requirements for the qualification.
- Results are recorded in the Student Management System (SMS).

3.2 Planning Support

- Where LLN gaps are identified, a support meeting is arranged.
- An LLN Support Plan is developed collaboratively with the student, using the LLN Support Form.

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3.3 Delivery and Monitoring

- Trainers adapt delivery strategies (e.g., simpler language, additional examples).
- Additional resources or tutoring are provided as needed.
- Support plans are reviewed every two units or at least once per term.

3.4 Records

- All LLN assessments, support plans, and related communication are stored securely in the student's file.

3.5 Professional Development

- Trainers and assessors complete periodic LLN professional development.
- Records of PD activities are maintained in trainer files.

Review and Continuous Improvement

This policy is reviewed annually or sooner if legislative or regulatory requirements change.