

## 1. PURPOSE:

This Policy outlines the process Prisma Education Institute Australia (PEIA) will undertake in identifying, supporting and appropriately addressing those students enrolled in an PEIA course and who may have issues or concerns regarding their language, literacy and numeracy skills and abilities.

## 2. Related Documents

Intervention Strategy Policy and Procedures  
Equity and Access Policy  
International Student Handbook  
Course Progress Monitoring Policy and Procedures  
Complaints and Appeals Policy and Procedures  
Student Orientation Policy  
Student Observation Record

## 3. Related Legislation

Education Services for Overseas Students (ESOS) Act 2000  
The National Code, 2018  
NVR Act 2011  
The Standards for RTO's, 2015  
National Reporting System (NRS) Test Benchmarks for Educational Function Levels (EFL)

## 4. SCOPE

This Policy and Procedures applies to all PEIA students enrolled to undertake a course of study at PEIA and, all PEIA and Trainers/Assessors who are required to provide our students with the required, relevant and appropriate support and services they need in order for them to achieve their chosen study and career goals while at PEIA.

## 5. Responsibility

5.1 It is the responsibility of Student Services Staff to respond to student enquiries and the Trainer/Assessor to be a first contact for students. Where student enquiries or needs are beyond the scope of training, knowledge or experience of the allocated Trainer/Assessor, they must seek advice from their line manager.

5.2 Student Services Staff must update the Student Management System for each enquiry and ensure all documentation is filed on the students' file.

5.3 Student Services Staff must ensure that any written response to a student enquiry is generated from the Student Services, so it has a contact log and a copy of the information sent. No verbal outcomes are to be an acceptable practice by PEIA staff.

5.4 Responsibility for briefing all staff of obligations under the ESOS Framework, National Code 2018, and the SRT0, 2015 and the implications of these have for students lies with the Manager, English/LLN.

5.5 Day to day responsibility for the oversight and management of student welfare support services lies with the Supervisor, Student Services.

5.6 The CEO has overall responsibility for this Policy and the ensuing Procedures.

<b>Document Name:</b> English Proficiency _ LLN Policy and Procedure	<b>RTO Code:</b> 46265	<b>CRICOS Code:</b> 04277E
<b>Version:</b> 2.1	<b>Approved:</b> Nov 2024	<b>Review Date:</b> Nov 2025
		Page 1 of 7

5.7 The day-to-day management for implementing and maintaining this Policy and the Procedures is the responsibility of the Campus Manager, to whom the Student Services staff report.

5.8 It is the responsibility of the CEO to ensure that all staff members and trainers who interact directly with our overseas students are informed and aware of the ESOS framework, in particular the providers' obligations under the ESOS framework.

## 6. DEFINITIONS

<b>ASCF</b>	Australian Core Skills Framework
<b>English/LLN Manager</b>	PEIA has a fully qualified and experienced English and LLN Teacher/Trainer – who is responsible for overseeing the effective management of our students English /LLN proficiency and the PEIA relevant support and services available to our students – as/when required.
<b>LLN</b>	Language, literacy and numeracy
<b>PEIA Student</b>	is an individual person who is formally enrolled to study at PEIA. This person is the same as that who appears on the PEIA enrolment documentation including: the enrolment application, the signed Student Acceptance Agreement, all agreed payment plans and payment documentation and receipts, and who PEIA has issued the CoE to.
<b>Student Support and Services</b>	PEIA has a number of Student services Staff members, Academic staff and Trainers and managers employed and specifically available to provide our international students with relevant, sufficient and appropriate support and services throughout their enrolment and studies with PEIA – this includes support with academic studies, English/LLN and living in Australia, which may include support provided internally by PEIA or via a referral to a suitable external provider – at no additional costs to the student wherever possible and/or applicable.

## 7. Policy Provisions

7.1 All courses offered by PEIA are delivered in the English language only therefore, it is essential that students enrolling at PEIA have the necessary skills in the English language as well as the required literacy and numeracy that will be sufficient in order for them to successfully undertake and complete the assigned and scheduled learning and assessments activities and at the required Vocational Education and Training level as reflected in the Australian Qualifications Framework (AQF) and as detailed in the relevant Training Package that they have enrolled in.

7.2 PEIA will ensure that it's Trainer and Assessors have the necessary and required LLN skills which are appropriate and sufficient to effectively communicate the PEIA course content to our students. PEIA provides information to each prospective student and our staff members during their pre-enrolment and enrolment processes including within the International Student Handbook, the Pre-departure Handbook and specifically during the students scheduled and compulsory Orientation Session and the English/LLN assessment activities (held during Orientation), about the language, literacy and numeracy requirements including the provision of suitable and relevant assessment activities that students undertake should they self-identify or be identified as having difficulties.

7.3 PEIA understands that newly enrolled student's language, literacy and numeracy skills must not be assumed by staff and trainers upon the student having successfully completed the initial enrolment and admissions process, and that students who have self-identify or those who may have been subsequently identified by PEIA staff/Trainer as

having a language, literacy or numeracy concern may be asked to attend a support meeting with the English/LLN Manager and may then be referred to an appraisal session with an external organisation.

## 7.4 ENGLISH PROFICIENCY REQUIREMENTS AND SUPPORT

### 7.4.1 Students

7.4.1.1 Students who identify with English as a Second Language (ESL) or who demonstrate difficulty with the English language during their course admission/enrolment process or studies should contact the Supervisor, Student Services or a Student Services Officer to inform them of their difficulties. The Student Services Staff can then advise the student of the possible support programs and/or activities that are available to assist them to be able to equally participate in life as an international student, and in their scheduled course study requirements.

7.4.1.2 Individuals who apply to enrol in an PEIA Education VET course who identify with ESL must provide evidence that they have an academic IELTS score of 5.5 (or equivalent for other tests). PEIA set these levels to ensure students enrolled to study at PEIA will have the ability to successfully engage in their studies and in the chosen vocation on their successfully having completed the chosen studies.

7.4.1.3 PEIA reserves the right to determine IELTS scores required for specific courses based on the industry requirements and recommendation, our own industry consultation feedback, and from the professional body and / or professional association requirements.

7.4.1.4 At the discretion of PEIA, prospective students who demonstrate difficulty with English language during their course application process and/or the Scheduled College Orientation Session – specifically the English/LLN assessment/activities conducted may be required to undertake a full assessment of English language at their own cost and achieve a result at least equivalent to the following:

7.4.1.4.1 IELTS 5.5 or higher with a minimum score of 5.0 in each band

Or

7.4.1.4.2 Equivalent TOEFL (46), PTE (42), Upper Intermediate or EAP

7.4.1.5 English test results must be no more than two (2) years old.

7.4.1.6 Students who are identified as not having the required English proficiency level – after having completed the initial enrolment process including providing the required evidence for the above scores, may be required to undertake a further test at the students' own cost.

### 7.4.2 Training Staff

7.4.2.1 It is a condition of employment at PEIA for all VET Trainers and Assessors to hold the relevant TAE40116 Certificate IV in Training and Assessment as stated in the Standards for RTO's 2015 which includes the requirement to hold the unit of competency - Address adult language, literacy and numeracy skills (TAELLN411).

7.4.2.2 In addition, PEIA Trainers and Assessors are also required to have the ability to successfully impart knowledge to students at the appropriate level through all forms of communication. At the discretion of the College, prospective and current Trainers / Assessors who demonstrate difficulty with English language may be required to undertake an assessment of their English language proficiency at their own expense.

### 7.4.3 SUPPORT OPTIONS

7.4.3.1 PEIA provides assistance with English language to all of its enrolled students including those for which English is the first language. There are a number of differing support options available for students that can be implemented, and MAY include the following:

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<b>Version:</b> 2.1	<b>Approved:</b> Nov 2024	<b>Review Date:</b> Nov 2025
		Page 3 of 7

7.4.3.1.1 Pairing the student with a study mentor or buddy that demonstrates well developed English language skills

7.4.3.1.2 Additional self-study activities

7.4.3.1.3 One-on-one tutoring with a trainer or the Manager, English/LLN.

7.4.3.2 The PEIA's Manager, English/LLN is qualified and responsible for overseeing the management, coordination, and processes within PEIA for English and LLN proficiency requirements for both enrolled students and our staff.

7.4.3.3 Where a Tutor or buddy with the necessary expertise and/or resources to provide assistance is unavailable then it is appropriate for the Manager, English/LLN to refer the students to a local language support service or an external specialist. Students are expected to cover any costs involved in order to access external English language support.

7.4.3.4 PEIA acknowledges its responsibility to support its students with LLN difficulties within the scale and scope of its operations. Consequently, our Trainers, Assessors, staff and supervisors are encouraged to use direct or indirect strategies to assist students experiencing difficulties and register the student as 'At Risk' using the Student Observation Report (SOR) with Student Services proposing they may need to follow up and further assistance provided where required.

7.4.3.5 All our Trainers and/or Assessors have the requisite knowledge to address LLN skills as required by the Certificate IV in Training and Assessment qualification specifically, the unit of competency - Address adult language, literacy and numeracy skills (TAELLN411).

## 7.5 LANGUAGE, LITERACY & NUMERACY STRATEGIES

7.5.1 The PEIA English and LLN Strategy recommends individual and group support to enhance learning for students. The following strategies are implemented:

7.5.1.1 Enrolled students to undertake a pre-commencement English/LLN Check during each scheduled College Orientation session

7.5.1.2 Establishment of concurrent assistance

7.5.1.3 Planning teaching

7.5.1.4 Provision of study buddy, mentor, coach

7.5.1.5 Modifying learning materials where appropriate that do not compromise the integrity of the assessment

7.5.1.6 Referral to external agencies for literacy and numeracy courses

7.5.1.7 Providing flexibility in learning and assessments delivery modes, scheduling and access to support services

7.5.1.8 Access to 'Study Skills' support sessions

7.5.1.9 One-on-one tutoring if appropriate.

7.5.2 PEIA employs a number of teaching and learning / training strategies including the use of verbal explanations, diagrams / charts, group presentations, demonstrations, incorporation of workplace materials, modelling and activities to assist with differing student learning styles and requirements.

## 7.6 LLN ASSESSMENT/CHECKS

7.6.1 Whilst LLN testing for students is not mandatory under the Australian Qualifications Framework (AQF), PEIA has made provision for an LLN check (assessment) to be undertaken with students as part of the colleges compulsory students scheduled orientation session conducted within the prior to their course commencement at PEIA. The College reserves the right to determine how and to whom the assessment is

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		Page 4 of 7

provided. The following points should be noted:

7.6.1.1 Our experienced and qualified teacher, Trainers and/or Assessors understand which content and curriculum may prove difficult or challenging and what specific skills are required.

7.6.1.2 Our Teacher, Trainers and/or Assessors are expected to identify Students “At Risk” and know when to refer such students to the Manager, English/LLN via Student Services for appropriate follow through and intervention.

7.6.1.3 Students may indicate or self-disclose their LLN requirements and will be supported and where applicable referred to an appropriate program- *if* English is a Second Language (ESL).

7.6.1.4 Students may ask for additional support during their course.

7.6.2 Assessment of LLN skills and competencies can also be conducted as part of a formal assessment against a training package competency.

## 8. Policy Information

Authorised Officer	CEO
Supporting documents, procedures and forms of this policy	Intervention Strategy Policy and Procedures Equity and Access Policy International Student Handbook Course Progress Monitoring Policy and Procedures Complaints and Appeals Policy and Procedures Student Orientation Policy Student Observation Record
Related Legislation and Codes of Practice	Education Services for Overseas Students (ESOS) Act 2000 The National Code, 2018 NVR Act 2011 The Standards for RTO's, 2015 National Reporting System (NRS) Test Benchmarks for Educational Function Levels (EFL)
Audience	Public

## 9. Procedure

9.1 PEIA has implemented three key methods to identify, support, refer and /or monitor and manage the processes for prospective students English/LLN proficiency requirements:

9.1.1 Review and check prospective students’ evidence and documentation provided for English and Academic proficiency levels and skills throughout the recruitment and enrolment processes including conducting of an English/LLN check (assessment) activity of all enrolled students during the scheduled student orientation sessions, and to identify any relevant support requirements

9.1.2 Effectively support and refer identified students to support resources and further testing/assessment as required

9.1.3 Monitor and ongoing support for students who are enrolled provisionally under “at risk” status

### 9.2 Procedural steps:

9.2.1 Prospective student self-identifies during the student enrolment application process.

9.2.1.1 Students may indicate or self-disclose their LLN requirements and will be supported and where applicable referred to an appropriate program- *if* English is a Second Language (ESL).

9.2.1.2 Students may ask for additional support during their course.

9.2.2 Enrolled students who indicated they have not completed their secondary school certificate or

any other tertiary level qualification.

9.2.3 These students are issued the PEIA LLN assessment for completion, returning and marking by the qualified Manager, English/LLN teacher and/or a nominated qualified trainer or staff member PRIOR to the student being issued with an e-CoE by PEIA.

9.2.4 Enrolled students attending their compulsory scheduled Orientation session – and prior to their course commencement date.

9.2.4.1 Students are to undertake the PEIA English and LLN check (assessment) activity - prior to their course commencement at PEIA.

9.2.4.2 Students results are compared to LLN entry requirements for the applicable course of study (results are then attached to the student's record/file)

9.2.4.3 Students who do not meet the required LLN entry level may be provisionally enrolled in single subject (up to two units of competency) at the discretion of the Manager, English/LLN and Supervisor, Student Services.

9.2.5 The Manager, English/LLN, Trainers and/or Assessors, and the Supervisor, Student Services are expected to identify Students "At Risk" using the Student Observation Report (SOR) and help in referring such students to the Manager, English/LLN via Student Services for further assistance and/or further intervention and/or possible referral action.

9.2.6 Provisionally enrolled students are marked as status "at risk" in the student management system including:

9.2.6.1 The student's assigned Trainer/Assessor is informed of the student's status and LLN results and tasked to provide the relevant support and monitoring of the student's progress and performance

9.2.6.2 If the "at risk" student achieves competency in the provisionally enrolled unit/s of competency, they will to full be approved to progress into their unconditional enrolment within their enrolled course/s of study at PEIA.

9.2.6.3 Students who are unable to achieve competency in the assigned provisionally enrolled unit/s of competency, the relevant trainer will notify Student Services via a new SOR and the student will not be permitted to progress into another unit of competency within their course until the Manager, English/LLN and /or the Supervisor, Student services have undertaken an intervention meeting where the student will be referred to additional LLN resource/s or an external support organisation.

9.2.6.4 Students in this circumstance may re-apply to enrol and may be asked to undertake another English/LLN assessment/check at that time.

9.2.7 PEIA is committed to supporting students and will not discriminate against entry for students based only upon their LLN check/assessment outcome/s. Where LLN levels are shown to be unsuitable for the intended enrolled course of study, the Manager, English/LLN and the Supervisor, Student Services will provide the required information and referral advise on where the student should obtain the required and relevant support and/or assistance.

### 9.3 PRE-ENROLMENT/ORIENTATION

9.3.1 During the students scheduled orientation session – and prior to commencement of their enrolled course, the Student Services Staff will provide the new students with information about the training/teaching and learning environment and seek to gain an insight into the learning styles and language preferences of the students. The College uses this information to help make informed choices about the students' capacity to meet the course requirements and to ascertain if additional support is required. The Manager, English/LLN and Supervisor, Student services will discuss relevant student's LLN capabilities and may recommend an external assessment occur before they commence their scheduled and enrolled course. At this time, any persons who have concerns are encouraged to discuss these as soon as possible with their Trainer, the Academic Manager or Student services Staff.

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		Page 7 of 7