CORE SKILLS ASSESSMENT POLICY

PURPOSE

Eightfold Institute of Australia (hereafter known as Eightfold Institute or the Institute) is committed to offering equal opportunity to all potential students to access and participate in learning as per the Access and Equity Policy. The Institute will act with honestly and integrity in all dealings with students including determining student suitability for a course and conducting the Core Skills Assessment.

This policy outlines the framework for how Eightfold Institute identifies the learning needs of students and delivers training, assessment and support services to meet these needs to achieve successful outcomes for students.

SCOPE

This policy assists Course Consultants, Trainers/Assessors and Student Support in:

- Determining student academic suitability and qualification level.

- Identifying students that may have Literacy, Language and Numeracy (LLN) challenges impacting on their ability to learn successfully through the implementation of government approved assessment tools.

- Addressing these challenges appropriately (in a fair and non-discriminatory manner).

- Providing practical support or referrals to relevant services.

POLICY STATEMENT

1. STUDENT ACADEMIC SUITABILITY

1.1   At the pre-enrolment stage, the Course Consultant will ask a series of questions to the potential student to determine their suitability for the training product/course they wish to enrol into. The purpose of these questions is to determine:

- That the course meets the students' career goals.

- Whether the student is academically suited to the level of the course they are enrolling into.

- Any barriers to study (physical challenges, learning disability, mental health concerns, time-commitments).

- The student has access to a computer or can operate and use technical systems (as the Institute's courses are predominantely delivered and assessed online).

1.2   Students will need to provide evidence of their Senior Secondary Certificate of Education, and/or previous AQF qualifications attained and qualification level. Depending on the evidence supplied, the enrolling student may need to sit the Core Skills Profile for Adults matched to the [Australian Core Skills Framework](#) (ACSF).

1.3   The core skills profile for adults will be used as a tool, so that the learners can self-identify their language, literacy and numeracy skills strenghts and weakness and compare their results with the Training Package LLN Requirments established by Eightfold Institute.

1.4   The assessment will occcur prior to enrolment or at the commencement of their studies if:

- The learner has not completed year 12 or a post-secondary qualification (if they haven't completed secondary school- LLN assessment is mandatory), **AND/OR**

- The student has indicated a learning disability in discussions, or on application forms, **AND/OR**

- An observation is made that the applicant is unable to communicate effectively.

1.5   Results will assist Student Support in consultation with the Head of Faculty to identify:

- Any learning gaps or challenges in literacy and numeracy.

- Gauging the students' communication skills and ability to maintain the selected level of study.

- Students' ability to study.

- A clearer understanding of the resources and support including reasonable adjustment strategies (refer to Training and Assessment Policy) that a student may require prior to engaging in study.

2.   CORE SKILLS PROFILE FOR ADULTS (CSPA)

2.1   The Core Skills Assessment Profile for Adults assesses students against five (5) performance levels for Core skills in the areas of; learning, reading, numeracy and writing and oral communication.

2.2   Students applying for Diploma will need to complete this assessment at an Exit Level 3 or higher before their enrolment is finalised by Student Services. If the student fails the Level 3 standard, a minimum of three (3) months needs to pass before the student is able to re-sit the CSPA.

Results will be documented appropriately and retained with the student's file for a minimum of five (5) years.

2.3   Students who successfully complete the CSPA will continue through the enrolment process.

2.4   Where a student is identified as lacking the skills to successfully complete the qualification, they may be referred to an external agency that specialises in LLN remedial assistance with the goal that the student can enrol at a later date.

2.5 For lesser challenges, reasonable adjustment may be agreed between Student Support, Head of Faculty or the authorised nominee and the student. Any reasonable adjustment(s) are to be recorded in the Student Management System.

3. COUNSELLING/RECOMMENDATIONS

3.1 Student Support will assess and document the CSPA results.

3.2 After the assessment, Student Support will provide feedback to each student on their results from the CSPA as soon as practical and will make appropriate recommendations. This will be carried out with sensitivity and confidentiality.

4. RECOMMENDED EXTERNAL AGENICES AND RESOURCES

4.1 The Reading Writing Hotline

The Reading Writing Hotline (the Hotline) provides a national service for adults seeking English language, literacy and numeracy information, advice and support.

The Hotline provides information on:

- Adult reading, writing and numeracy classes held locally across Australia or via correspondence
- Becoming a literacy volunteer
- Adult LLN teaching and learning resources
- Commonwealth-funded programs for Centrelink students
- Commonwealth-funded English as an additional language programs for migrants
- Literacy and numeracy in the workplace for employers.

Further information is available at the Reading Writing Hotline website (http://www.literacyline.edu.au/) or phone 1300 6 555 06

4.2 Commonwealth

The Australian government provides a wide variety of assistance programs to adults in literacy and numeracy which may include:

- Free English lessons
- Programs to improve basic speaking, reading, writing and math skills

Further information is available at their website

https://www.australia.gov.au/information-and-services/education-and-training/literacy-and-numeracy

4.3 The Australian Federation of SPELD Associations

The Australian Federation of SPELD Associations (AUSPELD) provides support to people with specific learning disabilities, such as dyslexia, and those who care for,

teach and work with them. They assist people through the dissemination of information, advocacy, research and support. Further information is available at the AUSPELD website (http://auspeld.org.au/) or phone (08) 92172500

5. MONITORING

5.1 The effectiveness of this policy is determined by the student cohort enrolling in training products and is also dependent on the type of qualifications and training services offered by Eightfold Institute. Therefore, this policy and the Core Skills Assessment Procedure will need to be monitored in line with continuous improvement processes.

6. COMMUNICATION, TRAINING AND RECORDKEEPING

6.1 *For internal use only* - refer to the Communication, Training and Recordkeeping Procedure.

7. REFERENCES/SUPPORTING DOCUMENTS/DEFINITIONS

7.1 A list of applicable legislation is detailed within the *legislation tab* in the Quality Management Register.

7.2 Language. Language is the main way we make and understand meaning as humans. Includes speaking, listening, reading, writing, and visual communication. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. It also refers to using words and grammatical structures and other meaning support system (e.g. gestures when speaking and listening; punctuation and formatting when reading and writing to make meaning of or to understand someone else's meaning).

7.3 Literacy. Literacy is the ability to read and use written information as well as to write in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing.

7.4 Numeracy. Numeracy is the ability to use the mathematical concepts needed to function effectively in work and social contexts. Numeracy involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical and graphical form. This can include number skills, spatial and graphical concepts, the use of measurement, problem-solving.

7.5 Inclusive Learning - A way forward.

7.6   NQC/Foundation Skills in VET Products for the 21st century.

7.7   AQF levels.

7.8   Core Skills Assessment Procedure.

7.9   Access and Equity Policy.

7.10   Enrolment Policy.

7.11   Pre–enrolment Application Procedure.

7.12   Training and Assessment.

7.13   FFS – Fee for Service (Self-funded course).

7.14   Australian Core Skills Framework (ACSF).

7.15   CPSA – Core Skills Profile for Adults.

7.16   LLN Assessment Tool Approval List – https://www.education.gov.au/language-literacy-and-numeracy-lln-assessment-tool-information.

8.   CONTINUOUS IMPROVEMENT AND REVIEW OF POLICY

8.1   The LLN Policy and Procedure will be continuously implemented and assessed for areas of improvement and will be formally reviewed annually as part of the general continuous improvement process.