

PP02

Assessing Student's Qualifications, Experience, English Proficiency and LLN Policy and Procedure

PURPOSE

This policy and procedure establishes the framework for assessing a prospective student's qualifications, experience and English language proficiency requirements to ensure they are eligible for entry into a course of study with Southern Cross Education Institute.

SCOPE

This policy and procedure applies to all students enrolling in a course, Education agents and all staff involved in the enrolment of students into a course of study with Southern Cross Education Institute.

DEFINITIONS

Applicant	Refers to an individual applying for enrolment in a course of study
Campus	An education facility or site of the registered provider where classroom-based teaching or off the job training occurs
Course	A course of study
CRICOS	The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is the register prescribed under Section 10 of the ESOS Act
DHA	Department of Home Affairs
eCOE	electronic Confirmation of Enrolment
Education Agent	A person or organisation (in or outside Australia) who recruits overseas and refers them to education providers. In doing so, the education agent may provide education counselling to overseas students as well as marketing and promotion services to education providers.
English language proficiency	The ability of a student to use the English language to make and communicate meaning appropriately in spoken and written contexts while completing their course of study.

electronic Confirmation of Enrolment	A document, provided electronically, which is issued by the registered provider to intending overseas students and which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the particular course of the registered provider
Institute	Southern Cross Education Institute
Qualification	An AQF qualification endorsed in a Training Package or accredited in a VET accredited course
Registered Providers	The process whereby a provider is recommended by a designated authority for registration under the ESOS Act to provide a specified course in that state to overseas students; and the provider is registered by the Secretary of DEST on CRICOS
International student	A person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act, but does not include students of a kind prescribed in the ESOS Regulations
National Code	The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
SCEI	Southern Cross Education Institute

POLICY

1. All applicants applying for a course of study at Southern Cross Education Institute need to provide evidence of English language proficiency, experience and prior qualifications.
2. The student's prior qualifications and prior experience will be assessed to ensure they meet the entry requirements of the course, have a suitable LLN capabilities to complete their chosen course of study as well as identify potential opportunities for credit transfer and/or RPL (if applicable). For more information, please refer to PP15 Course Credit and PP80 RPL policies and procedures.
3. It is essential that applicants have the English language proficiency skills to successfully complete the learning and assessment requirements of their chosen course of study as reflected in the relevant Training Package, Accredited Course and Australian Qualifications Framework.
4. Not all courses offered at SCEI require the same level of English language proficiency. Students are advised to read the course entry requirements in relation to English language proficiency levels and accepted English language test certificates.
5. SCEI acknowledges the Department of Home Affairs (DHA) minimum English language proficiency standards for international applicants and in addition requires that a minimum score must be achieved in all parts of the test.
6. Applicants who do not have adequate English language proficiency for admission to SCEI may be required to complete an English as an additional Language (EAL) course (domestic students ONLY) or a General English course (international students only), if applicable. Upon completion of the EAL or General English course, students' English proficiency will be evaluated to determine whether additional EAL or General English coursework is necessary to achieve English proficiency or the student will be directly admitted to their qualification course of choice.

7. SCEI has designed its training and assessment strategy for each course to support the student in developing general and discipline specific language proficiency as part of the standard learning expected within the course, including the achievement of foundation skills.
8. SCEI has processes in place to monitor and develop the student's English language proficiency throughout their studies whilst recognising that students themselves play an active role in developing their proficiency during their studies.
9. SCEI recognises qualifications and Statements of Attainment issued by another education or training provider and will award credit transfer where relevant. For more information, please refer to PP15 Course Credit and PP80 RPL policies and procedures.
10. SCEI assesses each student's prior experience as it relates to the course of study the student is enrolling, to determine if Recognition of Prior Learning (RPL) is applicable. In such cases where prior experience is relevant to the course of study, then PP80 RPL Policy and Procedure should be followed.

PROCEDURE

1. International Students (Program Entry Requirement)

- 1.1. On receipt of a completed Application to Study form and attached certified evidence of English language proficiency and prior qualifications the enrolment officer or authorised delegate will assess the application and decide on whether the applicant meets the required English language proficiency qualification levels in accordance with the course entry requirements.
- 1.2. If the student meets the English language proficiency and/or qualification requirements as well as other entry requirement for the chosen course of study the student will be issued with a **Letter of Offer**. The Letter of Offer may have conditions that the student needs to address prior to commencing their chosen course of study.
- 1.3. SCEI may request an applicant to undertake the SCEI language, literacy and numeracy indicator test and/or formal interview where there are concerns over authenticity of evidence of English language proficiency test results or that the student has adequate English language proficiency to meet the course learning and assessment requirements of the course.
- 1.4. All applicants will be deemed to have sufficient educational background if they satisfy one of the following three requirements.
 - 1.4.1. **The successful completion of one of the following Australian or overseas qualifications within the preceding two years of receipt of the Application Form. Students meeting these requirements will be required to undertake SCEI's English language placement test and achieve the required level for entry into the course.**
 - 1.4.1.1. Australian Qualifications
 - a) Senior secondary qualification (VCE or equivalent)
 - b) One or more years of full-time (part-time equivalent) post-secondary school studies
 - c) Completion of a post-secondary school qualification
 - 1.4.1.2. Overseas Qualifications
 - a) Senior secondary qualification with a pass in General English
 - b) One or more years of full-time (part-time equivalent) post-secondary school studies where the sole language of instruction and assessment was in the English language
 - 1.4.2. **International students (Not applicable for Diploma of Nursing applicants) who are citizens of the following countries are not required to provide evidence of English language proficiency provided they have at least one assessable qualification at Senior secondary**

(VCE) or above from one of these countries and the language in which they undertook the qualification was solely English.

- Canada (excluding Quebec)
- Fiji
- Ireland
- Kenya
- New Zealand
- Papua New Guinea
- Singapore
- Solomon Islands
- South Africa
- United Kingdom
- United States of America
- Samoa
- Zambia

1.5. An international applicant will be deemed to have met the English Language Requirements for International Students background if they satisfy one of the following three requirements:

1.5.1. If the student is applying from a Student Visa Country Assessment Level 3, they are required to provide an IELTS or equivalent test result. The test result must have been completed within the preceding two years of commencement of the course of study.

1.5.2. English Language Entry requirement all Vocational Courses (except Diploma of Nursing)

Test	Certificate II to Advanced Diploma
IELTS (Academics)	5.5 (with no individual band score less than 5.0)
TOEFL (iBT)	Overall score of at least 46 (no writing/speaking score less than 15 and no reading/ listening score less than 6)
TOEFL (paper based)	527 (including a score of 3.5 or more in the Test of Written English)
OET	Pass
Pearson PTE	Overall score of at least 42 (with no score less than 35)
Cambridge English	Overall score of at least 47

1.5.3. English Language Entry requirement for Diploma of Nursing Applicants Only

Ways of demonstrating English Language competency	Details
English is a primary language	<ul style="list-style-type: none"> supported by evidence of completion of at least six (6) years of primary and secondary education taught and assessed in English in one of the recognised countries: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, United States of America
English is not a primary language	<ul style="list-style-type: none"> IELTS (academic module) with a minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking) or OET with a minimum score of B in each of the four components (listening, reading, writing and speaking) or

- **PTE Academic** with a minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking or
- **TOEFL iBT** with a minimum total score of 94 and the following minimum score in each section of the test:
 - 24 for listening,
 - 24 for reading,
 - 27 for writing, and
 - 23 for speaking

Note: All international students will also be required to complete LLN Robot Numeracy test to identify their numeracy skills which will enable SCEI to put additional support in place to applicants who have achieved a score below working level 3 exit level 4.

- 1.6. **International Students who do not meet the English Language requirements- All courses (excepted Nursing).** Students who do not meet the English language proficiency requirements will need to provide the evidence on completion of General English course and/or English as an Additional Language (EAL) Course:

1.6.1. The level of General English course the student completes is determined by their IELTS or equivalent test score or General English Placement Test.

1.6.2. The attainment of English language proficiency test (i.e. IELTS) must be completed within the preceding two years of commencement of the course of study.

Course	Entry IELTS requirement
General English – Beginners	IELTS test score <3.0
General English – Elementary	IELTS test score 3.5
General English – Pre-Intermediate	IELTS test score 4.0
General English – Intermediate	IELTS test score 4.5
General English – Upper Intermediate	IELTS test score 5.0

2. Domestic Students (Program Entry Requirement)

- 2.1. SCEI determines a recommended LLN level for each program we deliver based on the Australian Core Skills Framework (ACSF) Five Core Skills, these being Learning, Reading, Writing, Oral Communication and Numeracy. SCEI will generally accept students with one LLN entry level lower than recommended for that program upon the decision made by the Business Development Officer and/ or Administration Manager in conjunction with the LLN assessment results.
- 2.2. On receipt of a completed Student Enrolment (Domestic) and attached certified evidence of prior qualifications the business development officer or authorised delegate will assess the application and decide on whether the applicant meets the required entry requirements for the course of study.
- 2.3. All applicants are required to undertake SCEI language, literacy and numeracy indicator test (LLN Robot) as part of the enrolment process.
- 2.4. **Domestic Students applying to study a vocational course at a Diploma of Advanced Diploma Level and wanting to access VET student loans**
- 2.4.1. With regards to VSL, the student is exempt from undertaking a LLN assessment if they have already been deemed as academically suited. This happens where:

2.4.1.1. The student holds and provides a certified copy to SCEI of an Australian Senior Secondary Certificate of Education (Year 12 Certificate), awarded by an Agency or State or Territory.

2.4.1.2. The student holds and provides a certified copy to SCEI of a Certificate showing they have been awarded a qualification at a Level 4 or above in the Australian Qualifications Framework (AQF), by a body registered to award the qualification in the AQF in Australia, and the program was delivered in English.

2.4.2. Students applying to study in the Diploma of Nursing and wanting to access the VET student loans, in addition to meeting the English Language Entry requirement for Diploma of Nursing Applicants described below, must also complete the LLN Robot.

Ways of demonstrating English Language competency	Details
English is a primary language	<ul style="list-style-type: none"> supported by evidence of completion of at least six (6) years of primary and secondary education taught and assessed in English in one of the recognised countries: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, United States of America
English is not a primary language	<ul style="list-style-type: none"> IELTS (academic module) with a minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking) or OET with a minimum score of B in each of the four components (listening, reading, writing and speaking) or PTE Academic with a minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking) or TOEFL iBT with a minimum total score of 94 and the following minimum score in each section of the test: <ul style="list-style-type: none"> 24 for listening, 24 for reading, 27 for writing, and 23 for speaking

2.4.3. For VSL students, where the results from the LLN Robot assessment confirms that the student has not achieved competence at Exit Level 3 ACSF for Reading and Numeracy, then VSL cannot be offered to the student until such competence is achieved.

2.4.4. Where the results from the LLN Robot assessment confirms that the student has achieved competence at Exit Level 3 ACSF for Reading and Numeracy, the Business Development Officer reasonably believes that the student displays that competence then SCEI can deem the student academically suited and proceed with the enrolment process and PTR for VSL.

- 2.5. The student's prior qualifications and prior experience will be assessed to ensure they meet the entry requirements of the course and to assess for credits and/or RPL. Please refer to PP15 Course Credit and PP80 RPL policies and procedures.
- 2.6. Students who do not meet the English language proficiency requirements will need to provide the evidence on completion of English as an Additional Language (EAL) Course or a foundation skills course:
 - 2.6.1. The level of EAL course the student is required to complete is determined by ACSF levels of their chosen course of study.

Course	FSAT test
Certificate I in EAL (Access)	ACSF exit level 1 in reading and numeracy
Certificate II in EAL (Access)	ACSF exit level 1 in reading and numeracy
Certificate III in EAL (Further Study)	ACSF exit level 2 in reading and numeracy
Certificate IV in EAL (Further Study)	ACSF exit level 3 reading, writing and numeracy

3. LLN Assessment Tool

- 3.1. The term 'Language, Literacy and Numeracy' (LLN) refers to the Australian Core Skills Framework (ACSF) Five Core Skills, these being Learning, Reading, Writing, Oral Communication and Numeracy. These Five Core Skills have been identified by the ACSF as the essential skills for individuals to hold to participate effectively in society including the workplace and Education Sector.
- 3.2. Core Skills are critical to almost all areas of work. This is particularly true in many vocations where Language, Literacy and Numeracy skills influence the performance of workplace tasks such as comprehending written work instructions. Further information is available below:
<https://www.education.gov.au/australian-core-skills-framework>
- 3.3. The LLN Assessment will assess the Five (5) Core Skills in the ACSF following area
 - 3.3.1. Reading
 - 3.3.2. Writing
 - 3.3.3. Numeracy
 - 3.3.4. Oral Communication
 - 3.3.5. Learning
- 3.4. The LLN Assessment used by SCEI is generated by LLN Robot <https://llnrobot.com.au/>. LLN Robot is the first assessment tool approved by the Federal Department of Education and Training and the VET Student Loans (VSL) Secretary after reviewing its accuracy in validly and reliably determining student LLN levels as part of the VSL implementation process. Being an approved tool, it is appropriately verified and evaluated using evidence-based assessment. Using trigger word and phrase analysis software developed by The Learning Resources Group, LLN Robot have determined the ACSF profile of every current national unit of competency from Certificate 1 to Diploma.
- 3.5. The ACSF scores for units/qualifications are sourced directly from publications provided by training package owners (SSO/former ISC), otherwise they are calculated by the LLN Robot system. LLN Robot

uses a purpose built a diagnostic tool to determine the required ACSF/core skill levels of a unit of competency. The system uses a series of language analysis algorithms to scan the content of a unit of competency to identify trigger words and phrases and their associated values based on the training package, ACSF performance indicators and the AQF (certificate) level of the unit. This data is used to generate a training profile that reflects the core skills required to understand and perform the criteria outlined in the unit. LLN Robot, is an online system that combines ACSF testing, Program profiling and LLN Support into one easy to use package.

- 3.6. Evaluation of Digital Literacy Skills As part of the Pre-Training Review (PTR) the students will have their digital literacy skills evaluated as part of their LLN.

3.6.1. LLN Robot requires students to undertake basis digital literacy skills in order to complete the evaluation. This includes, but is not limited to:

- 3.6.1.1. The ability to logon to a computer
- 3.6.1.2. Access emails and click a link within an email
- 3.6.1.3. Login into an online database (LLN Robot)
- 3.6.1.4. Use a mouse and keyboard
- 3.6.1.5. Read and respond to online text

3.6.2. Students who complete their online LLN evaluation will be considered to meet the digital literacy requirements.

3.6.3. Students who are unable to complete their LLN online will be evaluated individually to see whether they meet the digital literacy requirements

4. Previously Assessed LLN

- 4.1. If a student undertaking a PTR has already completed a LLN assessment through SCEI however the results indicate an insufficient level of LLN for the program they are seeking enrolment into, they may need to complete a new assessment.

4.1.1. The Business Development Officer will notify the Administration Officer of a previous student result. The Administration Team will make a determination as to whether the student needs to complete another LLN assessment. If it is determined that the student does not require a further assessment, the Administration Officer will make notes on the existing LLN summary, and place that into the student folder.

4.1.2. If a student undertaking a PTR has already completed a LLN assessment through SCEI and their results indicate that they meet entry levels for the program they are seeking enrolment into, they do not need to complete a new LLN assessment.

4.1.2.1. If the LLN assessment was completed 6 months ago or less, the Administration Team does not need to be informed. However, should there be any new learning requirements or concerns raised during the PTR, these would be noted in the PTR and the Business Development Officer to follow up.

4.1.2.2. If the LLN assessment was completed more than 6 months ago the enrolments team will notify the Administration Officer. The Administration Officer will check the results, make notes on the existing LLN summary, and place that into the student folder.

5. Individual Learning Support Plan (ILSP)

- 5.1. An Individual Learning Plan is developed by the Student Welfare Officer when a student does not meet the minimum LLN requirement but has been admitted to the program or if the student has medical conditions or disabilities which require support. ILSPs form part of the Training Plan as they state extra support agreed to be provided to the student.

5.2. Student Welfare Officer and Training Coordinator may contribute to the development on an ILSP.

5.3. ILSPs are provided to the Trainer and contact is also made by the Student Welfare Officer to discuss the ILSP.

- 5.4. An ILSP may also be put together where the initial LLN evaluation met the minimum requirements, but a Trainer has identified that the student requires support. In this case, they must contact the Student Welfare Officer to record the ILSP accordingly.
- 5.5. The ILSP outlines the LLN Evaluation results (for each attempt made if more than one attempt was made), the gaps indicated by each ACSF category and recommendations for the Trainer or, in the case of a medical condition or disability, it will outline a management plan if additional support is required. All students with an ILSP will be followed up by the Student Welfare Officer scheduling a follow up call or email with the Trainer.
- 5.6. Generally, the ILSP will initially have recommendations discussed and agreed with the student and Trainer and based on the gaps indicated from the evaluation. Follow up calls are generally 2 weeks or 4 weeks from commencement. However, if a follow up call reveals a need for more detailed support or may indicate that the student is having no issues within class, further discussions will be held between the Trainer, student, and Student Welfare Officer. Where a student welfare issue is identified, this will be referred to the Training Manager.
- 5.7. ILSPs are uploaded to Student Management System for Trainer access and also saved in the student file together with the Training Plan.
- 5.8. The Student Welfare Officer then emails the Trainer letting them know that there is an ILSP for that student. IPSP support may include, but are not limited to:
 - 5.8.1. Language, Literacy and Numeracy (LLN) support.
 - 5.8.2. Reasonable Adjustment.
 - 5.8.3. Referral to external specialist organisations and/or agencies.
 - 5.8.4. Other mechanisms, such as assistance in using technology for online delivery components; • Other mechanisms, such as assistance with culture shock and referral for legal services, counselling, mental health support, housing and tenancy services, financial and health support

6. Record Keeping

- 6.1. All LLN Robot assessment results must be retained by SCEI for at least 5 years and must be provided to the Secretary of the Commonwealth Department of Education and Training, the National Regulator and all State based Funding Departments upon request. These results are stored in a secure database.
- 6.2. Any LLN Robot assessment results of a student's competence will be reported to the Secretary of the Commonwealth Department of Education and Training, the National Regulator and all State based Funding Departments in the form, manner and by the time requested
- 6.3. Student administration files will be scanned and uploaded to the Student Management System in documents of the student's course enrolment.

LN Support	LLN Evaluation has been completed and did not meet minimum level in each category
LN Support – In Progress	The Student Welfare Officer is actively working on this support, and it is not yet resolved
LN Support – Resolved	Student was admitted with no ILP in place
LN Support – Resolved With ILSP	Student was admitted with ILP in place
LLN Support – Resolved Unsuccessful	Student was not admitted to program

- 6.4. Additional Notes are recorded which include 'LLN – ILSP follow up' this is recorded for every conversation with a Trainer and to schedule follow up 'touch points. Where the Student Welfare Officer and/or Trainer/Assessor contacts a student, they will record the event as 'Student Contact – LLN'.
- 6.5. Storage, archive, back-up and disposal of student documentation and records are as per PP25 Effective Records Management Policy and Procedure.

RELATED DOCUMENTS

- Application to Study form (International)
- Application to Study form (Domestic)
- PP04 Enrolment Policy and Procedure
- PP15 Course Credit Policy and Procedure
- PP25 Effective Records Management Policy and Procedure
- PP80 RPL Policy and Procedure

LEGISLATIVE CONTEXT

- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, Standard 2.
- Education Services for Overseas Students Act 2000
- Standards for Registered Training Organisations 2015
- State and Territory Funding Contracts Australian Core Skills Framework (ACSF)
- VET Student Loans (VSL) Rules 2016
- VET Student Loans Act 2016
- Australian Qualifications Framework (AQF)

RESPONSIBILITIES

Responsibility for implementation of the policy and procedure are:

- Training Manager
- Administration Manager
- Business Development Officer
- Administration staff

Responsibility for monitoring the implementation and compliance of this policy and procedure are:

- Compliance Manager

Author	Compliance Manager
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