

Language, Literacy and Numeracy Policy

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Introduction

It is a requirement that all applicants have a level of literacy to support their learning to a minimum of Level 7.

Policy guidelines

AIHE expects that students who attend the Graduate Diploma courses will already have a level of English and literacy that is conducive to learning at a Level 8.

AIHE will ensure that whilst developing, adapting or delivering training and or assessment products and services for other courses:

* All methods used to identify learning needs, and methods for designing training and assessment materials are fully documented;
* The requirements of the relevant National Training Package or accredited course curriculum are met;
* Steps are taken to manage the transition to reviewed Training Packages within 12 months of their update.
* Core and elective units, as appropriate, are identified;
* Customisation meets the requirements specified in the relevant Training Package or, for accredited courses, meets the customisation policy;
* Language, literacy and numeracy requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses;
* Delivery modes and training and assessment materials which meet the needs of a diverse range of clients are identified;

AIHE will ensure that it has access to the staff, facilities, equipment, training and assessment materials required to provide the training and/or assessment services within its scope of registration and scale of operations, to accommodate client numbers, client needs, delivery methods and assessment.

The simple Language, Literacy & Numeracy “analysis” of students outlined below should be part of an initial assessment undertaken in all training by trainers & assessors.

Initial discussions with the student and teacher should determine the following:

* What sorts of things does a student need to be able to write, read, verbally communicate, listen to and understand in order to complete the task satisfactorily?
* Are there any mathematical calculations involved?
* Make a list of the language, literacy and numeracy tasks
* For each item on the list decide if it is a small part of the task, a large part of the task or absolutely essential for completing the task. How important is it?
* Make sure the language and literacy level is not set too high
* Check that the level of the language, literacy or numeracy activities are no greater than the competency requirement

Process

The following is applicable upon application to the course for the Graduate Diploma. For development of other courses, it will be noted that this will be reviewed

1. Applicants who have done their undergrad in a non-English speaking country are required to demonstrate literacy to IL 7.
2. Ask them to write a 1,000 word essay on why they want a career in sonography. We have rejected applications purely on the level of literacy in the essay – it is a check against the IL test.
3. Any enquiries received are sent this excerpt from our enrolment guide which covers this:

Applicants need to submit the following:

* + USI number
	+ HLTAID003 Provide First Aid or equivalent (certified)
	+ Valid working with children check, police check and current immunization for a healthcare

worker (certified)

* + A one page essay titled "My motivation to become a sonographer is..."
	+ A current curriculum vitae
	+ Certified copies of all certificates and testamurs relevant to the application
	+ If your undergraduate qualification is from a non-English speaking country you will also need to

provide evidence of a minimum IELTS Academic level 7.0 (certified)

1. A pre class assessment will be undertaken on a one to one basis for each potential candidate for the course. The aim of this assessment is to determine prior learning, special needs of the student.
2. If the student has deficient areas of learning deemed essential to complete the course AIHE reserves the right to advise the student that they need to undertake some additional activities prior to enrolment acceptance and course commencement.

Application

This policy applies to all applicants at the beginning of the course.

Where students need support they are given the opportunity to identify needs to their teacher throughout the course.

Some students, especially those for whom English is not their first language, need to learn specific vocational (industry) vocabulary and grammatical structures. This can be provided through a number of different support options, including:

* A study mentor or buddy who shares the same language skills
* The provision of additional time for tuition, and
* One to one tutoring

SA endeavours to ensure its training design supports learners, by allowing flexibility within delivery and assessment (under guidance of the training package), employing strategies such as:

* Use of demonstration
* Verbal explanations
* Use of diagrams/charts
* Decreasing reliance on written forms and text
* Incorporating actual workplace materials, or modelling tasks on familiar workplace activities

Definitions

***Language*** is simply the mechanism we use to communicate with other people in a range of situations. We use language to communicate verbally and in writing. Language is made up of grammar, vocabulary, sentence structure and the non-verbal messages we communicate with our bodies.

***Literacy*** is the ability to read printed material, symbols and signs and to write effectively so we can be understood in a range of work and social settings. Literacy involves speaking, listening, reading, writing and critical thinking. It includes the cultural knowledge to recognise and use language appropriate to the situation.

***Numeracy*** in the workplace is the ability to use and understand numbers, graphs, charts, tables, diagrams, shapes and measurement. It is about being able to make the mathematical calculations required to satisfactorily complete a work task.