



SYDNEY FILM SCHOOL

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| Name | Language, Literacy and Numeracy | | |
| What is the purpose of this policy? | To ensure that when Sydney Film School (SFS) recruits students that before enrolment, students' language, literacy and numeracy (LLN) proficiency are checked to see if they are appropriate for the course in which they wish to enrol and to ensure that students who are identified as experiencing difficulties with LLN are given assistance during the course. | | |
| Version | #2 | Next review | July 2016 |
| What law applies? | Standards for Nationally VET Regulator Registered Training Organisations 2012: SNR 16.1, 16.3 & 16.5. The National Code (ESOS) 2007: Standard 2.2. | | |
| Who is affected by this policy? | Who has rights? | Who has responsibilities? | |
| | Students | Director of Education (owner) Student Registrar Trainers | |

Policy

SFS uses Language, Literacy and Numeracy (LLN) strategies to

1. Meet principles of access and equity
2. Maximise outcomes for students
3. Meet individual students needs

During the application process, SFS will check an applicant's LLN proficiency to ensure that these are appropriate for the course in which they wish to enrol.

Ongoing LLN support is provided to students who require it.

Procedure

Identification of LLN Needs

During the application process, SFS conducts an interview with each applicant to ensure that their LLN skills are appropriate for the course in which they wish to enrol. The interviewer will request the student's consent to share details of the student's LLN needs should they be identified to the Director of Education and trainers so that an intervention strategy can be implemented.

If a student is identified as having LLN needs, the Student Registrar will inform the Director of Education

who will implement the LLN Intervention Strategy.

Students with LLN needs may also be identified during the Academic Counselling sessions conducted by the Education Admin Manager or by their trainers.

LLN Intervention Strategies

Modifying assessments

- o Modifying requirements for assessment evidence eg a guided diary may be handed in as a video diary if the UOC it assesses does not have literacy requirements.
- o A pitch may be supported by images rather than words.
- o Wherever possible SFS conducts assessments as observations of the demonstration of skills in a simulated workplace environment.
- o SFS endeavours to adopt the principles of plain English whenever re-editing course materials.
- o Where a UOC does not require English language skills, SFS allows ESL students to write in their own language and then translate into English

Offering extra curricular LLN support

LLN support classes will run in the early weeks of each semester for individuals identified as having LLN needs.

SFS encourages trainers to be available for consultation outside of class time where a student is having trouble understanding course work for any reason including LLN.

Technical support staff offer special extra curricular training sessions for students who are having trouble understanding technical classes for any reason including LLN.

Additional editing supervisors are provided during peak editing periods for students who are having trouble with editing for any reason including LLN.

Professional Development of Training Staff to Deal with LLN Issues

Throughout 2016/17, SFS trainers will be trained in TAELLN411 Address Adult LLN Skills..

During personal development, staff will be shown techniques to help students with LLN issues (e.g. glossaries, terminology/ jargon written on white boards, numeracy contextualized, and embedded in lessons)

Version Control

| Approved by | Version # | Date |
|--------------------------------|------------------|--------------|
| Ben Ferris | 1 | 1 June 2015 |
| Policy and Procedure Committee | 2 | 19 June 2016 |