Language, Literacy
And Numeracy (LLN) Policy

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Purpose

Greenstone Safety Training is committed to providing a supportive and inclusive learning environment for all participants. This LLN (Language, Literacy, and Numeracy) policy is designed to guide our staff in developing suitable training and assessment strategies for learners who may face challenges in language, literacy, or numeracy.

We recognize that LLN skills are fundamental to success in both training and the workplace. As such, Greenstone Safety Training places high importance on supporting learners to develop and apply these skills throughout their training journey.

We are committed to ensuring that no learner is disadvantaged or discriminated against due to LLN needs. All learners requiring assistance will be treated with respect and provided with appropriate support to enable them to participate actively and confidently in their chosen course.

This policy also ensures Greenstone Safety Training meets its obligations under Clauses 1.3 and 1.7 of the Standards for Registered Training Organisations (RTOs) 2015. It works in conjunction with our Learner Support Policy and Access and Equity Policy to uphold the principles of fairness, inclusivity, and equal opportunity for all.

Scope

This policy applies to all trainers and assessors, current and prospective learners, as well as enrolment and administrative staff of Greenstone Safety Training.

Policy

Identification and Support of LLN Needs – Greenstone Safety Training

Greenstone Safety Training is committed to identifying and supporting the individual needs of all learners enrolling in our courses. We aim to provide an inclusive and positive learning environment that encourages the development of skills and promotes learner success.

To assess and support the language, literacy, and numeracy (LLN) needs of our learners, Greenstone Safety Training uses the Australian Core Skills Framework (ACSF) as a reference for evaluating current LLN skill levels.

We seek to identify LLN support needs through the following:

- Information provided on the enrolment form
- Completion of an LLN assessment during enrolment

Learners are encouraged to self-identify any learning needs, barriers, or disabilities when completing the enrolment form. This may provide insights into their English language proficiency and any disclosed challenges that need to be considered.

As part of the enrolment process, all prospective learners are required to complete an LLN assessment. The results of this assessment are reviewed by trainers and assessors to determine whether LLN support may be required. If support needs are identified, learners are notified and Greenstone Safety Training will provide ongoing, appropriate assistance to help them succeed.

Support strategies may include, but are not limited to:

- One-on-one discussions and learning support
- Adjusting assessments for flexibility
- Task adaptation for additional practice
- Access to LLN skill development resources
- Embedding an LLN support plan within the training program
- Use of training and assessment materials that are clear, practical, and aligned to workplace-level expectations
- Clear communication of the LLN assistance available within the training environment
- Referral to external LLN support services when internal resources are not sufficient

High Risk Work and Government-Mandated Assessment Tools

It is important to note that for high-risk work training and assessments—such as rigging, scaffolding, most cranes, forklifts, and Elevated Work Platforms (EWPs)—Greenstone Safety Training must comply with mandated assessment tools provided by Safe Work Australia. These assessments are to be conducted in the English language only. While they may be delivered in written or verbal format, interpreters are not permitted during these assessments.

For other non-high-risk courses, if a learner presents with significantly low LLN levels that exceed the scope of support Greenstone Safety Training can provide, the learner will be referred to appropriate external services for additional assistance.

If a learner's LLN needs are identified after the commencement of training, Greenstone Safety Training will work with the learner to implement an individual learning plan and provide additional study support as required.

All LLN assessment records and related feedback will be stored securely and treated with strict confidentiality.

Learners have the right to appeal any decisions made in relation to their LLN assessment outcomes, in accordance with Greenstone Safety Training's Complaints and Appeals Policy.

Management Action and Responsibility

All enrolment staff, as well as trainers and assessors, are responsible for implementing this policy. The overall authority and responsibility for the approval and review of this policy rests with the CEO of Greenstone Safety Training.

Definitions

LLN – Language, Literacy, and Numeracy

LLN refers to the core skills essential for individuals to engage successfully in training and in the workplace. These include:

- Language: Refers to the words, verbal structures, and gestures used to convey meaning. It encompasses various forms of communication such as speaking, listening, reading, writing, and visual communication.
- Literacy: The ability, confidence, and willingness to use language in all its forms. Literacy includes a broad range of communication methods such as reading, writing, talking, listening, viewing, storytelling, drama, media, music, movement, dance, and visual arts.
- Numeracy: The practical use of mathematical skills to understand, interpret, and critically assess information presented in numerical or graphical form. Numeracy is essential for effective decision-making and problem-solving in real-life situations.

ACSF – Australian Core Skills Framework

The Australian Core Skills Framework (ACSF) is a national tool used to assess and describe an individual's performance in five core skill areas:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

This framework guides Greenstone Safety Training in identifying LLN needs and tailoring support strategies to help learners achieve their training goals.