

LLNP
Case Study



About the Language, Literacy and Numeracy Programme

The Language, Literacy and Numeracy Programme (LLNP) is an initiative by DEEWR to provide language, literacy and numeracy training to people who are experiencing difficulty entering the job market due to low levels of language, literacy and/or numeracy.

The Programme assists people from non-English-speaking backgrounds and people with literacy and/or numeracy training needs.

LLNP is free for eligible clients approved by Centrelink, or a Job Network Member. LLNP clients are referred by Centrelink or Job Network Members to an LLNP provider.

LLNP providers are registered training organisations which have been contracted to deliver LLNP training. LLNP providers include community groups, TAFEs and private providers. Accredited curriculum is used for delivery of the LLNP training.

Prior to entering the Programme, a pre-training assessment (PTA) is conducted to determine the client's current language, literacy and numeracy competencies and confirm if the Programme is appropriate for the client. The PTA is reported using the ACSF indicators of Learning, Reading, Writing, Oral Communication

and Numeracy on a proforma provided by DEEWR. Clients are placed in the appropriate stream of training with an individual training plan (ITP) when enrolled. The ITP is also reported using ACSF indicators. Training is usually delivered face-to-face in a small-group or classroom setting; a small portion of clients choose to train by distance-learning. The clients attend training on a part-time or a full-time basis.

The Programme develops a client's job seeking, reading, writing, oracy and numeracy skills to enable successful transfer to the workplace or further study. Final outcomes of LLNP training are reported using ACSF indicators on a proforma provided by DEEWR.

Case Study

(This case study focuses on a regional LLNP provider which offers ESL, literacy, numeracy and learning skills programs to members of the local community and surrounding areas.)

Debbie logs on to LLNPIS, the Language Literacy Numeracy Program Information System, by entering her provider user name and password. Debbie is the coordinator of the LLNP for the local TAFE and handles all of the referrals from Centrelink and the two local Job Network Providers. Twice a week she enters the system to check for job seekers who have been referred to the LLNP. Debbie receives a referral from the local Job Network Provider for Tonya. The Job Network Provider gives Debbie Tonya's full name, address, Jobseeker ID number and telephone number.

Conducting a PTA

Debbie uses this contact information to telephone Tonya to arrange a time for the PTA interview. She chats with Tonya, giving her directions to the TAFE and telling her a little about what they will discuss. After they hang up, she enters the details of the phone call in her LLNP log book.

Tonya arrives for the interview ten minutes early but Debbie greets her and takes her to one of the TAFE's several meeting rooms. The PTA interview is conducted in a small room which offers privacy and quiet. They sit together and Debbie tells Tonya that she needs some background information and then they need to fill out a couple of forms and complete some activities which will give Debbie an idea of the level of Tonya's skills. This will ensure that when Tonya commences classes the work she is given will be appropriate and at the right level for her.

Tonya converses with Debbie answering questions about her background, education, current situation and goals. Tonya explains that she is 23 years old and was born in a small, rural community. She attended secondary school until year 9 but then dropped out because she was not doing so well. Her interests were not about 'school stuff' anyway; 'I think that if school had offered courses that were more interesting, like hair styling, make-up and fashion, I might not have left.' Since leaving school, Tonya has stayed home helping her mother around the house and looking after her younger siblings. She has not attended any courses although she now realises that she can't move out of home without a job of some sort. She has tried to apply for a few jobs but, every time she has gone to apply, they have given her paperwork to fill out and she 'can't do that kind of stuff.' Tonya doesn't want to study or go back to school but she also doesn't want to live at home forever. Her mother told her to go to the Job Network

Provider for help and they sent her here. As Debbie tells her the details of the program, Tonya asks, 'Excuse me but what time does class start because I'm not really a morning person?'

This verbal exchange is enough for Debbie to establish that Tonya's Oral Communication Indicators are at ACSF Level 3. Tonya's use of the formal 'Excuse me' prior to asking a question demonstrates her awareness of the formal context of the interview. She has a command of dependent clauses, is able to give her opinion and elaborates on her answers. She asks question, thereby maintaining the conversation, and waits for Debbie to reply. Debbie assesses Tonya at ACSF 3.07.

During the interview, Debbie did not need to slow down or modify her speech in any way to be understood by Tonya. She spoke to Tonya at length about the program and Tonya registered her understanding by asking questions. Due to this, Debbie assesses Tonya at ACSF 3.08 but will reconfirm this during the course of the interview.

When asking Tonya about her future, Debbie finds that Tonya wants to get a job and move out of the family home but has no idea as to the steps to take to do this. Tonya doesn't know what she needs to learn in order to help her get a job and she can't identify any skills that she might bring to a job. To date, she is very passive about her involvement in her future only coming to the PTA interview because her Job Network Provider 'sent me here.' Debbie assesses Tonya at Not Yet Achieved 1.01 and 1.02 for Learning.

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At this point Debbie gives Tonya a Personal History Form. She gives Tonya verbal instructions on how to complete it; these verbal instructions reconfirm Tonya's listening abilities are ACSF 3.08. Tonya completes the form with assistance from Debbie. Completion of the form demonstrates Tonya's competence at ACSF Level 1 in Writing but Debbie will confirm this ACSF level later in the interview.

From the TAFE's PTA kit prepared by Debbie at the start of the LLNP contract, she produces some tasks to assess Tonya's reading ability. The tasks are at ACSF Level 1 because Tonya had mentioned her inability to read well when discussing her current situation. The reading material includes a simple notice with a store's name, address, operating hours and telephone number and a birthday party invitation. After successfully reading and answering questions concerning this material, Debbie produces some reading tasks at ACSF Level 2. Tonya looks at them and states, 'They're too hard' while passing them back to Debbie.

Based on this, Debbie assesses Tonya at Reading indicators 1.03 and 1.04. For indicator 1.03, Tonya identified the purpose and audience for both texts and could locate specific information contained in each text such as time of the party and the store's operating hours on public holidays. For indicator 1.04, Tonya recognised the store's logo to help her quickly identify the store's name.

Debbie then reads a short passage which describes in simple terms Tom's weekend. She asks Tonya to write a short passage about her weekend. Tonya laughs a bit and says, 'I'll give it a go but - .' She writes a brief passage and hands the paper back to Debbie. They discuss the writing briefly. From the performance features demonstrated by Tonya in her writing, Debbie believes the writing displays ACSF Level 1 Indicators of Competence: 1.05 and 1.06. She awards these indicators based on Tonya's ability to fill in a form with her personal details and write 2 simple sentences using 5 lines of the paper. She uses capital letters consistently in both pieces of writing and her spelling is accurate. Her writing is too short and her grammatical structures are too basic to award anything above an ACSF level 1.

Lastly, Debbie gives Tonya an ACSF Level 1 Numeracy task. It asks a range of questions which Tonya answers swiftly and correctly. Debbie asks Tonya to explain to her how she worked out some of the problems so she can assess Tonya's ability to communicate mathematical information orally. Tonya explains her math workings easily. Giving Tonya the ACSF Level 2 Numeracy task, Debbie asks her to give it a try. Tonya answers the first two questions correctly but can not correctly calculate the answer for the third question. After half-heartedly trying

the fourth question, she hands the task back explaining that it is getting too hard. Though she will determine Tonya's final assessment outcomes after the interview, Debbie can see that Tonya can demonstrate some elements of ACSF Level 2 Indicators of Competence in Numeracy but not all.

Debbie winds up the PTA interview by discussing Tonya's learning options. Debbie closes the interview by giving Tonya class information, such as start dates, class times and location. Tonya leaves with a positive feeling and a greater understanding of future options for learning which will then enable her to get a job.

After Tonya has left, Debbie revisits the documentation generated by the PTA interview: tasks, notes and Tonya's responses. She carefully reviews the paperwork, making more detailed annotations using the language of the ACSF. She confirms her initial assessments and does a more thorough assessment of Tonya's numeracy skills.

Based on Tonya's ability to quickly and confidently answer the ACSF level 1 task, Debbie knows Tonya has demonstrated indicators 1.09, 1.10 and 1.11. Looking at what Tonya was able to accomplish on the ACSF level 2 task, Debbie assesses that Tonya is able to identify relevant math information at ACSF level 2 but cannot solve problems or use numeracy language and representation at this level. Debbie awards Tonya ACSF indicator 2.09, 1.10 and 1.11 for Numeracy.

Debbie then completes a Pre-Training Assessment Task Coversheet as required by DEEWR. This coversheet includes Tonya's referral details and a description of her current literacy and numeracy skills using the ACSF Indicators of Competence.

She ticks the box that indicates that LLNP training is recommended for Tonya and inputs the information into LLPIS.

The PTA interview has been developed to enable Tonya to pass on information about her needs, her previous education and her goals. It provides opportunities for Tonya to self assess and to engage in a range of language, literacy and numeracy activities contextualised within the interview. Debbie gauges Tonya's current competencies, identifies the competencies required to meet Tonya's goals and predicts how Tonya might achieve the outcomes from the programs being offered. The tasks and materials used in the PTA interview have been mapped against the ACSF.

The PTA interview helps Debbie determine if LLNP training is recommended for a client, such as Tonya in this case, or if LLNP is not suitable for the client. From the PTA interview, Debbie ascertains that Tonya has no learning disabilities or other notable barriers to learning. In some cases, Debbie might refer the potential LLNP client to other more appropriate services or need to provide additional support.

Generating the ITP

Debbie studies Tonya's PTA outcomes to identify which core skills need strengthening to enable Tonya to enter the job market.

| TONYA'S PRE-TRAINING ASSESSMENT | |
|---------------------------------|-----------|
| Core Skill | Indicator |
| Learning | NYA 1.01 |
| Learning | NYA 1.02 |
| Reading | 1.03 |
| Reading | 1.04 |
| Writing | 1.05 |
| Writing | 1.06 |
| Oral Communication | 3.07 |
| Oral Communication | 3.08 |
| Numeracy | 2.09 |
| Numeracy | 1.10 |
| Numeracy | 1.11 |

Looking over Tonya's PTA outcomes, Debbie targets the core skills of learning, reading, writing and numeracy. The core skill of learning, however, is priority as the development of this skill will aid the development of all other skills. It may also improve Tonya's attitude toward learning and class work in general.

Debbie takes these PTA outcomes and aligns them with the Preparation for Work and Study Units (PWSU) which is the accredited curriculum used by her TAFE. She determines which curriculum units will best facilitate the learning of the needed skills.

Debbie feels that unit NSWTLRN107A, Participate in the learning environment, and unit NSWTLRN102A, Formulate an initial learning plan, would be a good starting point for Tonya and progress her to ACSF level 1 in Learning. Unit NSWWRWG104A, Write short texts to convey meaning in highly familiar contexts, and Unit NSWWRWG102A, Apply basic spelling strategies, would help her move her writing skills to ACSF level 2. For reading, Unit NSWTRDG102A, Locate information in short personally relevant texts, would help in advancing her literacy skills. Unit NSWTTCH101A, Develop literacy using technology, is also a good unit as it will supplement Tonya's core skills of learning, reading and writing while introducing her to the computer, a valuable tool used in most workplaces. Debbie decides to address Tonya's numeracy skills in the next block of training.

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Tonya's Initial Training Plan would be as follows:

| TONYA'S PRE-TRAINING ASSESSMENT | | | | |
|---------------------------------|-------------|------------|--|---------------|
| Core Skill | Indicator | Alignment | Learning Outcome | Nominal hours |
| Learning | 1.01 | Full | Formulate an initial learning plan | 20 |
| Learning | 1.02 | Full | Participate in learning environment | 20 |
| Writing | 2.05 / 2.06 | Full | Write short texts in familiar contexts | 40 |
| Writing | 2.05 / 2.06 | Supplement | Apply basic spelling strategies | 30 |
| Reading | 2.03 / 2.04 | Full | Locate information in short texts | 40 |
| Various | ACSF 2 | Supplement | Develop literacy using technology | 20 |

Debbie inputs this information into LLNPIS. Tonya's ITP contains all Tonya's relevant information to date: Client Details, LLNP Provider Details, Agreed Attendance Schedule, Pre-Training Assessment Outcomes, Training Course and Learning Outcomes. Tonya's information can be accessed by DEEWR at any time.

Placing the Pre-Training Assessment Task Coversheet and ITP on top of Tonya's PTA documentation, Debbie puts the papers into Tonya's file. This documentation is very important to Debbie and the TAFE as it determines the learning outcomes Debbie's LLNP teachers have to reach in order to be fully paid for their service.

Debbie has chosen to place Tonya into Kathy's class. Because Centrelink and the Job Network Providers make rolling referrals, Tonya enters a class that has already commenced. Kathy is currently teaching all LLNP referrals at the local TAFE and, though the class is comprised of students with varying levels of abilities in the core skills, they work well together and assist each other with their learning. Debbie feels the supportive environment of this classroom will help Tonya feel more positive about school and learning.

Designing related classwork

The LLNP requires Debbie and her teachers to meet specified outcomes as detailed by the LLNP contract. These outcomes are defined by progressions in ACSF indicators of competence which are mapped to the learning outcomes of the accredited curriculum of the provider. In the case of Kathy and the placement of Tonya into her classroom, Kathy receives Tonya's ITP with its specified learning outcomes.

Kathy plans her lessons incorporating Tonya's learning outcomes into her lesson plan. The content of the course must continue to meet the Job Network Provider's obligations for job searching. While the writing that Tonya may do for the course may be personal pieces as that is the most familiar context for Tonya, the work on the computer will be more job focused such as exploring job search web sites. The focus of the initial learning plan will be determined by Tonya and Kathy will initiate her interaction with Tonya by getting her started on developing this.

Kathy spends some of her planning time detailing activities to meet Tonya's learning goals. She must ensure that Tonya

is included in the flow of the classroom while also meeting Tonya's individual learning objectives. It is important to get the balance right so that Tonya is involved in the larger classroom context but is still generating enough classroom material to satisfy her learning outcomes outlined by the curriculum.

Kathy uses portfolios as the basis for formative and summative assessment. The developing of a portfolio requires the student to collect samples of classroom work throughout the block of training. At the end of the block of training, it is necessary for the portfolio to contain enough samples of work for the student to be deemed competent in a core skill. This means the student's work must satisfy the performance criteria of the curriculum as well as satisfy the performance features of the ACSF. It is important that Kathy ensure that her lesson planning meets both of these requirements for each of her students.

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| Learning Outcomes | Activities | ACSF Indicators |
|---|---|---|
| Formulate an initial learning plan | Complete self-assessment form List of current skills, knowledge, interests and situation Identify needs vs. wants What are barriers? activity Create a mind map List of current skills, knowledge, interests and situation Identify needs vs. wants What are barriers? activity Create a mind map | 1.01, 1.02 |
| Participate in learning environment | Creation of portfolio and expectations for it How do you learn? activity Develop skills on computer Develop a peer support network Class participation Research TAFE's student support services | 1.01, 1.02 |
| Write short texts in familiar contexts | Draft of a recount Edit of recount Rewrite of recount Publish recount on computer | 2.05, 2.06 |
| Apply basic spelling strategies | Attack the Word activity Look – Say – Cover – Write Get to the Root activity Dictionary Use Which strategy is yours? | Supplement for 2.05, 2.06, 1.01, 1.02 |
| Locate information in short personally relevant texts | Class timetable – Know your weekly schedule TAFE campus map activity Where you going and when? (local bus timetable) What's for lunch? Activity – TAFE canteen menu Reading six step instructions for computer and carrying out correctly | 2.03, 2.04 |
| Develop literacy using technology | Introduction to computers OHS induction Dictionary Use Self-Assessment Form Publish recount | Supplement for 1.01, 1.02 2.03, 2.04 2.05, 2.06, |

At Debbie's TAFE, classes are conducted for three hours per day each week day. The time is broken up into two one and a half hour sessions in which there is a variety of activities. Each student is expected to also complete tasks and activities outside of class on their own time.

Debbie will monitor Tonya's progression through the first half of the course and then plan the remaining half of the course accordingly. She will ensure Tonya has gathered the appropriate amount of material needed to satisfy the requirements of the LLNP.

Assessment Procedures for Learning Outcomes

Kathy adopts a portfolio approach to assessment using the integrated tasks of the classroom. This approach uses authentic texts developed by Tonya in the course of the program. The work collected in the portfolio will serve as samples of Tonya's demonstrated skills for assessment. Tonya's skills development through specific activities or assessment tasks completed over time with assistance springs directly from the Elements of Competence and Performance Criteria of the PWSU which is mapped to the ACSF Indicators of Competence.

Debbie enters the training block results into LLPIS which generates a Block Exit Statement (BES) for Tonya. The training block results for Tonya are as follows:

| Core Skill | Indicator | Performance Outcome |
|------------|-----------|---------------------|
| Learning | 1.01 | Fully Demonstrated |
| Writing | 2.05 | Fully Demonstrated |

It may be noted that Tonya's BES does not contain all of the indicators outlined in her ITP. It is important to understand that the ITP summarises the total of Tonya's desired training outcomes; the BES, however, documents specific training outcomes achieved in a particular block of training. It is also important to understand that, though the BES only documents Learning and Writing as the outcomes achieved by Tonya in this block of training, Kathy is teaching Tonya using integrated tasks which cover a range of core skills; therefore Tonya is learning much more than just Learning and Writing while in the classroom.

Periodically, the samples of work gathered in Tonya's portfolio may be viewed by an independent body to verify the TAFE is operating within the parameters set out by the LLNP contract. When a portfolio is called up for verification, Debbie's teachers must complete an Assessment Task Cover Sheet as provided by DEEWR for each ACSF indicator claimed. This coversheet will ask for an array of detail but of utmost importance is the PW&S Learning Outcome claimed and the ACSF indicator it is mapped to. The PW&S is linked to the student achieving a Certificate or Statement of Attainment and the ACSF is linked to Debbie's TAFE receiving money from DEEWR for its teaching services to Tonya.

Upon the Completion of a Block of Training

Once Tonya completes a block of training, she may be rolled over into another block of training to continue to improve her skills and hence her chances of employment. While in the program, she may continue to apply for jobs and may leave the program at any point upon gaining employment. She may also transfer into another training course which is specialised, such as aged care; therefore making her qualified for a particular field. Tonya cannot stay enrolled in LLNP indefinitely. The LLNP contract stipulates a cap on the number of hours in which Tonya can train. Upon completion of that cap, she can no longer roll over into additional training blocks.