

# Initial Skills Assessment (including LLND Assessment) Policy & Procedure

## Purpose:

The purpose of this policy and procedure is to describe Real Estate Training Solutions' (RETS) approach to assessing prospective students' existing skills and competencies (including English language/ LLND proficiency) prior to enrolment or commencement of a course (whichever comes first) and to determine if the proposed qualification is appropriate for the prospective student.

## Policy:

RETS will assess prospective students' exiting skills, knowledge, abilities (including Language Literacy, Numeracy & Digital Literacy (LLND) ability) and identify any specific needs to ensure that their chosen course is suitable for them.

RETS will use the information gained from the prospective student's assessment to advise them about the most suitable course of study for their existing skills, career goals and requests made during initial assessment communication.

When advising a prospective student about the most suitable qualification or course of study, RETS will consider:

- Specific requests made by the student
- The prospective student's current knowledge, skills, and abilities
- The appropriate pathway for the student to complete their course, for example, though course work, RPL, gap training, etc.

RETS will not direct a prospective student towards a course of study for any reason other than it being in the best interests of the prospective student.

### Assessment of existing skills and competencies

- The Initial Assessment is conducted at the time the prospective student contacts RETS or the prospective student is referred to RETS by an employer, an Apprentice Connect Australia Centre, or state training authority and before the student is formally enrolled into a course.
- Administration staff will discuss with the prospective student:
  - previous work record, if any
  - previous educational achievements
  - current knowledge, interests and aptitudes, particularly around the area of real estate/ strata management
  - future career goals
  - additional support needs that the prospective student may require to engage with their course of study
  - identification of additional support services to address identified support needs, if any
  - Adjustments to the training and assessment strategy for the course of interest, for example, but not limited to, adjustments to the training delivery modes, training materials, adjustments to assessment strategies and tools, etc.

### Provision of information:

- At the time of initial contact, RETS provides the prospective student with information about:
  - Recognition of Prior Learning (RPL) process
  - how the RPL process may be accessed
  - its Credit Transfer obligations to the prospective student.

### LLND Assessment:

- Where a student has completed a Certificate IV qualification and above, RETS will use this to deem the student capable of the LLND requirements of our courses.
- RETS conducts a Language, Literacy, Numeracy & Digital Literacy (LLND) skills assessment for all other prospective students to ensure their LLND skills are adequate for their chosen course of study before their enrolment is finalised and before commencement of training.
- It is important that students have appropriate Digital Literacy Skills as the courses RETS provides are online and students need to have the ability to complete these.
- Question items in the LLND Written Assessment have been sourced from the NSW Government's Education Standards Authority to align with a minimum ACSF Level of 3.
- Completed assessment tasks are graded using the Australian Core Skills Framework (ACSF) level (1 – 5).
- The record of the completed LLND assessment includes an alignment of the assessment result with the ACSF Level 1 to 5 as appropriate.
- The LLND Assessment instrument has a corresponding 'Assessor Guide' which provides information about the evidence to be produced by the candidate in response to the task. In addition, the guide also provides scoring rubrics that allow the assessor to provide an ACSF score for the written and oral communication components of the assessment.

### Addressing identified needs:

- RETS will put in place strategies to address the needs of applicants and to maximise the chance of an applicant to successfully complete their training.
- In addition, RETS will make all reasonable efforts to support the additional needs of students who experience disadvantage, for example, people with a disability, Aboriginal or Torres Strait Islander people and long term unemployed.
- RETS complies with the requirements in the Disability Standards for Education 2005 to ensure that students with disability can access and participate in education on the same basis as students without disability.
- Support needs are identified during the enrolment process and before the commencement of training. RETS will consult with prospective students about the appropriate support service(s) to address identified support needs. Support needs may include but are not limited to:
  - LLND support
  - Adaptations to technology to assist with training and/ or assessment
  - Additional trainer/ assessor assistance
  - Amendments to training plans
  - If an additional support service attracts an additional cost to the student, RETS will make this clear to the student during the enrolment process.
- If there are limitations to the support service to be provided, RETS will clearly describe these limitations to the prospective student before they enrol or commence the course.
- If unable to provide the support service required to address the identified student support need, RETS will inform the prospective student of this at the time of enrolment or before they commence a course.

**Procedure:**

- Contact RETS for details of internal Initial Skills Assessment and LLND Assessment procedures.