



Core Skills Support

Core skills is an essential aspect of the basic foundations of any work task – from communicating instructions, to completing reports. It is crucial for learners to have the required language, literacy and numeracy skills they need to effectively participate in vocational education and training, which they will then require to complete various tasks in the workplace.

The Australian Core Skills Framework is a tool used to assist both specialist and non-specialist English language, literacy and numeracy which describe an individual's performance in the five core skills – learning, reading, writing, oral communication and numeracy.

General Core Skills Support Principles

United Institute resolves to correctly identify and appropriately support learners with their language, literacy and numeracy skills. We intend to do so by:

- Assessing a learner's core skills during the enrolment process on an as needed basis to ensure they have adequate core skills to undertake the training;
- Provide learners with clear feedback on their Core Skills Indicator Assessment and support resources, where applicable;
- Provide learners with referrals to external specialist services where major core skills deficiencies have been identified; and
- Support learners throughout the duration of their training program by providing them with additional time to complete their assessments, providing additional one-on-one tuition, or any other relevant and appropriate support.

Core Skills Indicator Assessment

United Institute assesses a learner's core skills at various points in the enrolment process:

- Enrolment form – we consider two pieces of information in the enrolment form to determine if a learner possesses adequate core skills to undertake the training program:
 - The learner is asked a series of questions about their English language proficiency and if they consider that they have adequate language, literacy and numeracy skills to undertake the course. If the learner responds that they do not speak English very well, we will issue a Core Skills Indicator Assessment for them to complete.



- The learner is also asked about their prior education experience – if they have successfully completed vocational or higher education qualifications. Where a learner has indicated that they have completed a higher level of education in the past, we determine that they will have the ability to complete a lower level training program without any language, literacy or numeracy challenges. The exception to this is where the learner has completed the higher level of education in a country whose primary language is not the English language, or where the university does not instruct in the English language. Where the learner has not completed a higher level of education to the one they are enrolling into, they will be issued with a Core Skills Indicator Assessment to complete.
- Enrolment interview – during the enrolment interview, the learner is asked again if they believe they have adequate language, literacy and numeracy skills to undertake this course. If the learner indicates that they do not, they will be provided with a Core Skills Indicator Assessment to complete.
- Core Skills Indicator Assessment – learners are to be issued with this assessment if they have indicated that they:
 - Do not speak English very well on the Enrolment Form; or
 - Have not completed a higher level of education to the one they are enrolling into on the Enrolment Form; or
 - They have indicated during the Enrolment Interview that they do not believe they have adequate language, literacy and numeracy skills to undertake this course.

The assessment is to help us ascertain if and where the learner may have specific language, literacy and/or numeracy deficits and to determine what support may be required by the learner.

Supporting learners

Where it has been determined that a learner has core skills deficiencies, United Institute are to adopt strategies and develop plans to enable the learner to complete their training program successfully.

Learners may have a range of core skills deficiencies – from minor core skills deficiencies which may require minimal support to major core skills deficiencies which will require extensive support.



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Where minor core skills deficiencies have been identified, the Trainer and Assessor is to draw up a support plan for the learner. This plan should be tailored to the learner's specific core skills need and can include:

- Additional one-on-one tuition support
- Weekly sit-downs with the learner to find out how they are progressing, what areas they are struggling in, and what assistance they may need
- Provide reasonable extensions for submissions
- Provide learners with additional resources to assist them in understanding the learning and assessment materials

Where major core skills deficiencies have been identified, the learner is to be referred to the following language, literacy and numeracy specialist service providers:

- AMES Australia
Contact number: 13 26 37
- Kangan Institute
Contact number: 13 82 33
- Read Write Now
Contact number: 1800 018 802
- Reading Writing Hotline
Contact number: 1300 655 506
- TAFE NSW
Contact number: 13 16 01



Core Skills Support Procedure

- 1. Complete enrolment interview with learner** – when an enrolment form is received, the Student & Administration Support personnel is to review the learner’s enrolment form and contact the learner to undertake an enrolment interview. During the interview, the Student & Administration Support personnel is to listen out for any issues with listening and comprehension and with their speech and oral communication. They are to note down any detected deficiencies in these areas on the Enrolment Interview form. The Student & Administration Manager is also to find out more about the learner’s education background. Has the learner completed a higher qualification in Australia previously? If yes, the learner will not be required to complete a Core Skills Indicator assessment as it is a reasonable assumption that the learner would have adequate core skills to undertake the training program as they have already completed a higher qualification. If no, the learner will need to be sent a Core Skills Indicator assessment to complete.
- 2. Administer Core Skills Indicator assessment** – learners who are required to complete a Core Skills Indicator assessment will be provided with a link to complete the activities online. They are to complete it within **2 business days**. Where the learner has indicated that they have a disability, impairment or long-term condition, the Trainer and Assessor is to contact the learner via telephone to organise a time to undertake the assessment over Microsoft Teams.
- 3. Identify any core skills deficiencies** – once the assessment is complete, the Trainer and Assessor for the relevant course will be sent the submission to assess. They are then to assess and provide feedback regarding the learner’s submission. Where minor deficiencies are detected, the Trainer and Assessor is to develop a tailored support plan for the learner. Where major deficiencies are identified, the Trainer and Assessor is to explain to the learner that they do not have the requisite core skills required to undertake this training, and to refer them to an approved language, literacy and numeracy specialist service provider (as listed above).
- 4. Save all records** – save a copy of the Enrolment Interview form, as well as the learner’s Core Skills Indicator assessment and support plan (where required) to the learner’s file on RTO Advantage. It is also important to record all notes on the learner’s file on RTO Advantage.
- 5. Implement support plan (if necessary)** – once the learner has commenced their training, the Trainer and Assessor is to ensure the support plan is implemented and reviewed regularly for its effectiveness.



Core Skills Support Process Flow-Chart

