



English Proficiency and Foundation Skills Appraisal Policy

1. Purpose

The purpose of this policy is to ensure that ALACC undertakes an informed and systematic approach to assessing the English language proficiency and foundation skills of all prospective students prior to enrolment. This ensures that:

- Each student is provided with equitable access to training and support services.
- The training product selected is suited to the learner's capabilities.
- Learners are positioned for successful completion in accordance with the Standards for RTOs 2025.

2. Scope

This policy applies to:

- All applicants enrolling in nationally recognised training, regardless of educational background or primary language.
- Applicants seeking Recognition of Prior Learning (RPL).
- International students who must meet English language proficiency requirements relevant to their course of study.
- Domestic students, including those applying for VET Student Loans (refer to the VSL-specific policy for further guidance).

3. Policy Statement

In line with Clause 1.2 and 1.3 of the Standards for RTOs 2025, ALACC is committed to identifying and responding to the individual learning needs of all students. This includes:

- Determining if students possess the required Language, Literacy, Numeracy and Digital (LLND) skills aligned to the AQF level of their chosen course.



- Offering targeted support where gaps are identified to ensure student success.
- Referring learners to appropriate Foundation Skills or English Language programs when required.

4. Procedure

5. Pre-Training Review and Foundation Skills Appraisal

- All prospective students must complete a **Pre-Training Review (PTR)** and a **Foundation Skills Appraisal** prior to enrolment.
- These processes will assess the learner's current capabilities in English and numeracy using tools mapped to:
 - **Australian Core Skills Framework (ACSF)**
 - **Core Skills for Work (CSfW)**
 - **Australian Second Language Proficiency Rating (ASLPR)**

a. Assessment Context

- The appraisal may be conducted via:
 - An in-person or virtual interview
 - Online or paper-based diagnostic assessments
 - Practical or scenario-based questioning

b. English and Foundation Skills Entry Requirements

Students are required to demonstrate the following minimum competencies:

- Read and interpret information, such as instructions or course materials
- Write clearly and accurately in English
- Engage in verbal communication effectively



- Apply basic numeracy (e.g., addition, subtraction, percentages)
- Demonstrate basic digital literacy skills (where applicable)

The expected skill level is determined by the course level (e.g., ACSF Level 3 for Certificate III programs).

5. Support and Intervention

- Students identified with skill gaps will be provided with one or more of the following:
 - **An Individual Support or Learning Plan**
 - **Additional tutorial or mentoring sessions**
 - **Referral to internal/external Foundation Skills support**
 - **Adjustment to training delivery mode (where appropriate)**
- Support strategies will be documented, monitored and reviewed throughout the student's training journey.

6. Determining Suitability for Enrolment

- If a student's foundation skills level does not meet the course requirements, ALACC may:
 - Recommend a preparatory course (e.g., Foundation Skills program or English Language program)
 - Recommend an alternative training product
 - Defer enrolment until suitable skill levels are attained

These actions are in accordance with the **learner-centred focus** and **training suitability requirements** of the Standards for RTOs 2025.

7. Legislative and Regulatory Alignment

This policy is guided by:

- Standards for RTOs 2025 – Clause 1.1 to 1.4, 2.2, 3.3, and 5.1
- National Foundation Skills Strategy for Adults



- ELICOS Standards 2018 (for international students)
- The National Code 2018 (Standard 2: Recruitment of an overseas student)
- VET Student Loans Act and Guidelines (where applicable)

8. Related Policies and Documents

- **Pre-Training Review Policy**
- **Learning Support Policy**
- **LLN Policy**
- **Recognition of Prior Learning Policy**
- **Complaints and Appeals Policy**

Forms and Tools:

- LLN Assessment Tool
- Pre-Training Review Form
- Individual Support Plan
- Foundation Skills Appraisal Form

9. Recordkeeping and Evidence

All assessment and review documentation will be retained in accordance with ALACC's Record Management Policy and relevant compliance requirements. Records include:

- Completed PTR and LLN Assessment tools
- Individual Support Plans and intervention records
- Assessor notes and recommendations



10. Compliance and Continuous Improvement

Any breaches of this policy must be addressed through ALACC's Complaints and Appeals process. If a potential breach is identified outside this process, the CEO/Director of Studies will ensure an internal investigation is conducted and corrective actions are implemented. Outcomes will feed into ALACC's continuous improvement processes.

11. Document Control

Policy:	English Proficiency and Foundation Skills Appraisal Policy
Policy owner:	CEO / Director of Studies
Reviewed by:	Compliance Team
Approval authority:	Dr Janet Lawrence, D.Ed., FACN CEO/Director of Studies
Last Review date:	April 2025
Version:	2025.1
Next review:	April 2027
Summary of changes:	The revised English Proficiency and Foundation Skills Appraisal Policy has been updated to align with the Standards for RTOs 2025, incorporating clearer procedures for assessing learners' Language, Literacy, Numeracy, and Digital (LLND) skills.