

Literacy and Numeracy for Students Procedure

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Scope

All level 1 – 2 courses, up to, and including level 3 qualifications; including Youth Guarantee and Trades Academy initiatives.

Responsibility

Executive Deans to ensure implementation of this policy.

It is the responsibility of the Literacy and Numeracy Advisor to liaise with the relevant Programme Leader(s) to enable UCOL to meet TEC's expectation that:

- at least 90% of students enrolled in level 1-2 courses leading to a qualification on a level 1-3 programme complete a first diagnostic assessment within the first four weeks of the programme,
- at least 50% of students who complete their programme (or qualification, in the case of programmes with embedded papers) complete a progress assessment, using the Assessment Tool (refer item 9).

The Literacy and Numeracy Advisor will liaise with the relevant Programme Leaders to ensure that UCOL meets TEC's expectations for the minimum use of assessment areas and assessment type.

The Literacy and Numeracy Advisor is responsible for ensuring that advice and guidance is provided to teaching staff on interpreting and using the results of the assessments to support deliberate acts of teaching literacy and numeracy that is contextualised to the relevant curriculum and in response to the diagnosed student needs. The Literacy and Numeracy Advisor will convene the Literacy and Numeracy Steering group and provide organisational reports on the assessment of and embedding of literacy and numeracy (refer Terms of Reference).

The Programme Leader is responsible for nominating a staff member(s) to undertake the role of 'Educator' for the Assessment Tool. Executive Deans will receive reports on the literacy and numeracy results and discuss these at team/ programme meetings. Literacy and numeracy progress is evaluated as part of the Self-Assessment process.

LNAAT Educators for the Assessment Tool will be responsible for:

- scheduling assessments, explaining their purpose and ensuring adequate computer facilities are available for assessment sessions
- liaising with UCOL's Administrator for the Assessment Tool to ensure that organisational groups are created before assessments take place
- creating assessments using agreed assessment type(s)

- distributing access codes to students and teaching staff generating individual student and group reports and distributing them to students and/or designated teaching staff and discussing what these mean in regard to students' learning demands and progress
- providing copies of Assessment Tool Results to Programme Leaders, as requested for analysis at team/programme team meetings.

The UCOL Administrator/s for the Assessment Tool will be responsible for:

- creating LNAAT Educator profiles with (ESAA)² usernames
- training and providing on-going support for LNAAT Educators and teaching staff
- creating organisational groups and assigning LNAAT Educators and students to them
- analysing and reporting on assessment data at an organisational level.

Procedure

1. Compliance with this policy is a requirement for all foundation programmes that include Level 1-2 courses in qualifications up to level 3, including Youth Guarantee and Trades Academy initiatives.

Fund title	Expected minimum use of assessment areas	Expected assessment type
SAC (embedded) Youth Guarantee, Trades Academy	Reading and Numeracy or Starting Points Reading ¹ assessments are required. Writing and Vocabulary assessment options are optional.	Adaptive, Snap-shot or Non-adaptive

2. Demonstration of best practice in the embedding of literacy and numeracy will include:
 - mapping of course demands using the Learning Progressions
 - administrating of the Literacy and Numeracy for Adults Assessment Tool
 - use of the information gained from assessing the skills of students to adjust delivery and measure student progress and gain.
3. All students enrolled in Level 1-2 courses in qualifications up to level 3 must be assessed via the Literacy and Numeracy for Adults Assessment Tool (LNAAT) within the first four weeks of the programme. Students must then undertake progress assessments at intervals where there is sufficient time and opportunity for students to make learning gains.
4. Literacy and numeracy teaching and learning strategies will be embedded in the context of the programme being delivered and will align to the Learning Progressions.
5. The programme of study will be delivered with deliberate acts of teaching that are contextualised and embedded into the relevant curriculum and are in response to the identified needs of each learner.

¹ Starting Points Reading is one of two online, adaptive assessment options designed for learners who are at or below koru/step one of the Learning Progressions for Adult Literacy.

6. The Assessment Tool must be used as part of a valid, consistent and transparent system to measure learners' literacy and numeracy progress.
7. Programme teams will ensure that first and progress assessments are planned to align with each individual student's enrolment over the study time, i.e., not on a course-by- course basis. This ensures consistency in using the Assessment Tool and underpins reliable reporting on student gain.
8. Students do not need to be reassessed where the first assessment in the Assessment Tool reports that the learner is at:
 - Step 4 or above in reading
 - Step 5 or above in numeracy
9. The assessment areas in progress assessments must be the same as those used for first assessments.
10. LNAAT Educators will ensure that learners are not over-assessed. Assessments from other educators or providers will be used, if the learner has been assessed within the last 90 days.

Related Documentation

- [UCOL Literacy and Numeracy Requirements for Students Policy](#)