

LANGUAGE LITERACY NUMERACY AND DIGITAL PROFICIENCY POLICY

1. Purpose

1.1 This document applies to the **Innovative Institute of Australia**, its courses, its clients (students), and its controlled entities (collectively, "IIA", "Institute", "the Institute", "we", "us", "our").

1.2 The purpose of this policy is to

- i. Ensure prospective students receive accurate, accessible information about the language, literacy, numeracy, and digital proficiency needed to participate in a training product successfully.
- ii. Support arrangements to assess a student's language, literacy, numeracy and digital proficiency before enrolment to ensure they have the necessary skills to undertake the intended training.
- iii. Protect student wellbeing by minimising the risk of students unknowingly participating in training that is unsuitable for them.
- iv. Support arrangements to advise students before enrolment, about the suitability of the training product for them, considering their assessed skills.
- v. Support arrangements to provide students access to suitable support services where language, literacy, numeracy and digital proficiency support needs are identified and are within the capability of the Institute to deliver.

1.3 This policy is implemented in compliance with the requirements of the Education Services for Overseas Students Act 2000 (the ESOS Act), the Standards for Registered Training Organisations (2025), and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018).

1.4 In this file, words that import gender include all other genders; the singular 'they' is gender-neutral and used to avoid specifying a person's gender; words in the singular

number include the plural and vice versa.

- 1.5 This policy does not affect students' rights under the Australian Consumer Law.
- 1.6 The Institute reserves the right to amend these terms and conditions at any time.
- 1.7 This policy does not affect students' rights under the *Australian Consumer Law*.

2. Definitions

- 2.1 Core skills are the skills identified within the Australian Core Skills Framework (ACSF), which identifies five core skills: Learning, Reading, Writing, Oral Communication, and Numeracy. These skills are essential for individuals to participate effectively in our society. They are inextricably interwoven into all parts of our lives, being directly or indirectly linked to the physical, social and economic wellbeing of individuals, workplace productivity and safety, community interaction and capacity, and ultimately to Australia's economic and community wellbeing.
- 2.2 Digital literacy refers to the physical operations of digital devices and the software that runs on them. It incorporates the ability to search and navigate, create, communicate and collaborate, think critically, analyse information, and address safety and wellbeing using a variety of digital technologies. These skills are essential for individuals to participate effectively in today's society. Digital literacy skills exist on a continuum, with varying degrees of competency required depending on the context (personal and community; workplace and employment; education and training) in which they are applied. As the digital world rapidly changes, physical devices and software are adapted to meet new possibilities and demands, individuals' skills will change and adapt, and, as a consequence, what it means to be 'digitally literate' will also change over time.
- 2.3 Training product means AQF qualification, skill set, unit of competency, accredited short course and module.
- 2.4 Short course means a low cost, short duration, with a small number of units of competency, usually conducted over 1-5 days. These courses usually relate to specific

workplace skills or to licensing or certification requirements.

- 2.5 A long course is one designed to prepare the student to perform a vocational occupation, such as a full qualification or a substantial course comprising multiple units of competency. These courses are usually delivered over many weeks or years.
- 2.6 An education agent refers to an entity (in or outside Australia) that
- i. Engages in any of the following activities in relation to a provider:
 - A. The recruitment of overseas students, or intending overseas students;
 - B. providing information, advice or assistance to overseas students, or intending overseas students, in relation to enrolment;
 - C. otherwise dealing with overseas students, or intending overseas students; and
 - ii. is not a permanent full-time or part-time officer or employee of the Institute.
- 2.7 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.
- 2.8 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.
- 2.9 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.10 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.11 Prospective student/applicant/client refers to a person who intends to become, or who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.
- 2.12 DHA refers to the Department of Home Affairs.
- 2.13 OSHC refers to the Overseas Student Health Cover.
- 2.14 eCoE refers to the electronic Confirmation of Enrolment.

- 2.15 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3. Policy

3.1 The need for language, literacy, numeracy and digital proficiency assessment:

Core skills and digital proficiency are critical to almost all areas of work. This is particularly true in many vocations, where these skills influence the performance of workplace tasks, such as understanding written work instructions, producing written documents, and using technology. The ACSF describes each of the five core skills of learning, reading, writing, oral communication and numeracy. The Australian Digital Capability Framework describes the skills and competencies needed to use digital technologies to achieve personal goals, enhance employability skills and support education and training. The Staff not familiar with these two important frameworks that underpin this policy are recommended to study the information available at the following sites:

- i. <https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>
- ii. <https://www.dewr.gov.au/skills-reform/resources/australian-digital-capability-framework>

3.2 Who requires language, literacy, numeracy and digital proficiency (LLND) assessment

- i. Short Course: All students are required to complete an initial core skills assessment, which is included in the Enrolment Form. The initial core skills assessment will be used to identify students who do not have the required core skills and competencies for the short course they are enrolling in, or who require additional supports. Students enrolling on a short course will generally not be required to complete the full language, literacy, numeracy and digital proficiency assessment, and instead, if support requirements are identified from the initial

core skills assessment, these will be further explored with the student using the LLND interview process, followed by a support plan being put in place.

- ii. Long Course: There may be valid situations in which language, literacy, numeracy, and digital proficiency assessments are not required when the student has completed a certain level of education or has demonstrated their ability to study through their prior education and training. The following guidelines are provided for determining which students applying for enrolment in a full qualification must complete a mandatory LLND assessment:
 - A. If the student has completed their Higher School Certificate (Y12/HSC), an LLND assessment is not required unless a risk is identified in the student's initial core skills assessment on the Enrolment Form.
 - B. If the student has completed a nationally recognised training product in Australia at least to the AQF level, or one AQF level below the qualification being enrolled in, LLN Assessment is not required, unless a risk is identified in the initial core skills assessment completed by the student as part of the Enrolment Form.
 - C. All students who do not satisfy the above criteria must complete the LLN assessment as part of their enrolment, in addition to the initial core skills assessment completed by the student as part of the Enrolment Form.

3.3 Providing students with accurate and accessible information about the LLND proficiency requirements before enrolling

- i. The Institute has an obligation to ensure prospective students are provided with accurate and accessible information about the LLND proficiency required to enrol in a training product successfully. The Institute will ensure that this information is communicated as part of our pre-enrolment information process. This may be presented in advertising and marketing materials or in course information provided to the student before enrolment. This may also be conducted through the enrolment interview process. Responding to a student with minor LLND support requirements

- ii. Where a student is identified through LLND assessment as having an assessed level that is not at the level required to undertake the planned training, the Student Support Officer should consider if the difference between the student's assessed level and the required course level is satisfactory to warrant a LLND support plan. In general terms, LLND assessment is not intended to be a barrier to entry for undertaking training. Its primary purpose is to identify areas where the student needs support so that these support arrangements can be put in place. It is only where the difference between the student's assessed level and the course level is so significant, and there is a risk of the student's disadvantage, that a support plan should not be considered.
- iii. Before developing a support plan, the Student Support Officer should review the LLND assessment results and meet with the student for an interview to gather more information about the student's background and potential support needs. This interview is to be conducted using the LLND Interview Guide form. Once the student support officer has all the information they need, they are to develop and record an LLND support plan using the form, LLND Support Plan. This support plan identifies the strategies to be implemented to support the student during their training. The plan is to be shared with the student, and a copy is to be provided to the relevant trainer. Follow-up progress meetings are to be scheduled with the student to monitor their progress. The student support plan should be securely saved on the student's record within the Student Management System.

3.4 Responding to a student with significant LLND support requirements

- i. An important component of the LLND assessment process is proactively identifying students who lack sufficient LLND skills to undertake the planned training. It is the obligation of the Institute minimise the risk of students unknowingly participating in training that is unsuitable for them. To do so could put the student's wellbeing at risk. Where the difference between the student's assessed level and the course level is so significant, and there is a risk of the student's disadvantage, a support plan should not be considered.
- ii. When determining "significant" as a general guide, if the student's success level is

more than two (2) levels below the required course level, it may be disadvantageous for the student to progress into the course. Under these circumstances, the Institute should provide the student with information and refer them to relevant external support services, where they may be able to undertake a professional program to improve their core skills before considering further training and assessment.

3.5 Learning: Strategies to support progress in a student's learning core skills from level 1 to level 2

- i. Provide structured guidance - Implement step-by-step instructions combined with clear expectations to foster students' confidence in their learning journey.
- ii. Encourage self-reflection: Introduce simple reflective exercises, such as asking, "What did I learn today?", to promote awareness of their learning processes.
- iii. Utilise visual aids and checklists: Use visual representations, flowcharts, and checklists to help students manage tasks independently.
- iv. Set small, achievable goals: Decompose learning tasks into manageable steps to support sustained progress.
- v. Offer repetitive practice: Reinforce skills through frequent exposure and structured practice across diverse contexts.
- vi. Utilise a buddy system: pair students with peer mentors for additional support and encouragement.
- vii. Introduce a simple problem: Solving by prompting students to think independently about how to address challenges rather than relying solely on instructor guidance.
- viii. Provide positive reinforcement: Use verbal praise and small rewards to enhance confidence and motivation in their studies.
- ix. Encourage basic independence: Gradually diminish direct instruction, empowering students to attempt tasks independently with minimal guidance.

3.6 Learning: Strategies to support progress in a student's learning core skills from level 2 to level 3

- i. Encourage goal-setting and self-monitoring: Guide students in establishing their learning goals and tracking progress using self-assessment tools (e.g., learning journals, progress checklists).
- ii. Promote problem-solving skills: Incorporate activities that challenge students to think critically, make decisions, and independently seek solutions.
- iii. Incrementally increase task complexity: Provide more open-ended learning tasks that necessitate the application of skills in various contexts.
- iv. Develop research and inquiry skills: Motivate students to independently locate information using credible resources (e.g., online research, textbooks, workplace documents).
- v. Introduce reflective learning practices: Have students consider which strategies work best for them and how they can enhance their learning approaches.
- vi. Support time management and planning: Teach students to break tasks down into manageable steps and utilise tools such as schedules or to-do lists.
- vii. Cultivate independent learning habits: Offer structured opportunities for students to undertake tasks with minimal supervision.
- viii. Encourage feedback-seeking and approach adjustment: Instruct students to solicit feedback and adapt their learning strategies based on constructive input.
- ix. Utilise real-world applications: Connect learning activities to practical or workplace scenarios to elucidate the relevance and significance of their skills.

3.7 Learning: Strategies to support progress in a student's learning core skills from level 3 to level 4

- i. Develop critical thinking skills: Inspire students to analyse information, evaluate differing perspectives, and substantiate their reasoning.
- ii. Encourage independent problem-solving: Assign intricate tasks that require

students to explore various solutions and make decisions autonomously.

- iii. Foster self-directed learning: Guide students in taking ownership of their learning by establishing long-term goals and identifying their resources.
- iv. Introduce reflective and adaptive learning: Teach students to evaluate their learning experiences, adapt strategies, and refine their approaches to different challenges.
- v. Enhance research and information analysis skills: Require students to locate, compare, evaluate, and synthesise information from multiple sources (e.g., industry reports, academic articles, workplace policies).
- vi. Support strategic planning and time management by having students devise learning plans that outline objectives, timelines, and actionable steps.
- vii. Encourage collaboration and knowledge sharing: Facilitate group discussions, peer teaching, and mentoring opportunities to deepen students' understanding.
- viii. Expose students to real-world challenges: Utilise case studies, project-based learning, and workplace simulations to help students apply their learning in complex environments.
- ix. Develop self-assessment and feedback interpretation: Teach students how to critically assess their performance and use feedback to improve.
- x. Encourage innovation and adaptability: Foster creativity in problem-solving and flexibility in acquiring new skills or adjusting approaches as needed.

3.8 Learning: Strategies to support progress in a student's learning core skills from level 4 to level 5

- i. Promote advanced critical thinking and analysis: Facilitate students' ability to critically assess theories, perspectives, and methodologies, making informed judgments backed by evidence.
- ii. Cultivate independent research and inquiry skills: Guide students in conducting in-depth research, synthesising information from various high-level sources and

generating original insights.

- iii. Encourage self-directed and lifelong learning: Support students in recognising their learning needs and setting strategic goals for long-term development.
- iv. Facilitate strategic decision-making: Provide complex, real-world challenges where students must evaluate multiple factors and justify their decision-making processes.
- v. Foster innovation and problem-solving in new contexts: Encourage creative solutions to emerging challenges, applying knowledge flexibly.
- vi. Enhance metacognitive awareness: Instruct students to regularly reflect on their learning processes, evaluate the effectiveness of their strategies, and make necessary adjustments.
- vii. Develop leadership and mentorship skills: Present opportunities for students to mentor others, lead discussions, and contribute expert insights within group settings.
- viii. Encourage professional and academic discourse: Support engagement with high-level discussions, presentations, or the publication of work in professional or academic forums.
- ix. Expose students to industry and global perspectives: Incorporate insights from real-world industry trends, international viewpoints, and emerging research to broaden their understanding.
- x. Cultivate resilience and adaptability: Challenge students to embrace uncertainty, adapt to evolving circumstances, and develop strategies for sustained improvement.

3.9 Reading: Strategies to support progress in a student's Reading core skills from level 1 to level 2.

- i. Use simple, high-frequency words - Provide reading materials featuring common, everyday vocabulary to foster confidence.

- ii. Introduce short, structured texts - Utilise clear, predictable sentence structures (e.g., simple instructions, short stories) to aid comprehension.
- iii. Support reading with visuals - Incorporate images, icons, and diagrams to help students grasp key concepts.
- iv. Encourage reading aloud - Have students read aloud simple sentences to bolster word recognition and fluency.
- v. Teach basic sight words and phonics - Focus on word patterns, phonetics, and letter recognition to enhance decoding skills.
- vi. Provide repetitive and familiar texts - Reinforce learning by exposing students to the same words and phrases in varied contexts.
- vii. Employ guided reading techniques - Engage in reading alongside students, providing prompts or questions to assess comprehension.
- viii. Encourage finger tracking - Have students follow the text with their fingers to enhance focus and word recognition.
- ix. Break down sentences into manageable chunks - help students grasp meaning by segmenting longer sentences into smaller parts.
- x. Provide positive reinforcement - Acknowledge small reading achievements to boost confidence and motivation.

3.10 Reading: Strategies to support progress in a student's Reading core skills from level 2 to level 3

- i. Introduce longer and varied texts - Supply structured paragraphs, short articles, and workplace documents to enhance comprehension skills.
- ii. Teach skimming and scanning techniques - Instruct students to quickly identify key points, headings, and main ideas in texts.
- iii. Encourage reading for meaning - Utilise comprehension questions to prompt students to explain main ideas and supporting details in their own words.

- iv. Expand vocabulary and word recognition - Introduce new terms within context, employing glossaries, word maps, and real-world examples.
- v. Develop sentence structure awareness - Help students identify different sentence types (e.g., statements, questions, commands) and their functions within a text.
- vi. Support reading with contextual clues - Guide students in inferring the meanings of unfamiliar words from the surrounding text rather than a dictionary.
- vii. Utilise interactive reading strategies - Encourage highlighting, underlining crucial information, and summarising after reading.
- viii. Expose students to workplace and functional reading materials - provide real-life documents such as safety signs, work instructions, and concise reports to enhance practical reading skills.
- ix. Encourage reading in diverse formats - Use books, online articles, newspapers, and instructions to foster adaptability in reading comprehension.
- x. Nurture independent reading habits - Assign increasing levels of reading tasks that cultivate confidence in self-guided learning.

3.11 Reading: Strategies to support progress in a student's Reading core skills from level 3 to level 4.

- i. Introduce complex and technical texts - Provide workplace reports, research articles, policies, and procedural documents to build comprehension of specialised language.
- ii. Develop critical reading skills - Encourage students to question, compare, and analyse information rather than just superficial understanding.
- iii. Teach inference and interpretation - Assist students in discerning implied meanings, tones, and intent within texts.
- iv. Enhance summarising and paraphrasing skills - Guide students in extracting crucial ideas and rewording concisely to ensure deeper understanding.
- v. Encourage identification of author's purpose and bias - Prompt students to

analyse the motives behind a text, differentiating between fact, opinion, and persuasive intent.

- vi. Broaden vocabulary via contextual learning - Introduce technical, academic, or industry-specific vocabulary while supporting students in determining meanings through context.
- vii. Implement annotation and note-taking techniques - Teach students to highlight key points, take marginal notes, and systematically organise information for better retention.
- viii. Develop comparative analysis skills - Assign tasks that require students to compare multiple texts, identifying similarities, discrepancies, and credibility.
- ix. Introduce structured argument and evidence evaluation - Help students determine whether a text's arguments are substantiated by strong or weak evidence.
- x. Expose students to diverse text types and formats - Provide opportunities to engage with legal documents, contracts, financial statements, and analytical reports to enhance adaptability in reading comprehension.

3.12 Reading: Strategies to support progress in a student's Reading core skills from level 4 to level 5

- i. Foster advanced critical analysis skills - Guide students to critically evaluate arguments, detect inconsistencies, and appraise the credibility of sources.
- ii. Encourage comparative and cross-referencing skills - Require students to analyse multiple texts on similar subjects, identifying contradictions, trends, and biases.
- iii. Enhance interpretation of nuanced and implicit meanings - Assist students in recognising tones, sarcasm, and rhetorical strategies utilised in persuasive and argumentative writing.
- iv. Teach advanced argument and evidence evaluation - Support students in judging the strength of an argument based on the quality and relevance of supporting

evidence.

- v. Expose students to highly complex and technical texts - Provide access to legal, academic, scientific, and policy documents that challenge comprehension and interpretation capabilities.
- vi. Foster independent research and synthesis skills - Encourage integration of information from various sources to form well-reasoned conclusions.
- vii. Develop textual critique and reflective skills - Guide students in writing critical responses to texts, recognising strengths, weaknesses, and areas for improvement.
- viii. Encourage awareness of cultural and contextual influences - Help students grasp how historical, social, and cultural contexts shape texts and their interpretations.
- ix. Introduce speed reading and advanced skimming/scanning techniques - Teach strategies for efficiently extracting key ideas whilst ensuring deep comprehension.
- x. Support engagement with expert-level discourse - Provide insights into high-level industry reports, research publications, and professional documents that necessitate expert-level interpretation.

3.13 Writing: Strategies to support progress in a student's Writing core skills from level 1 to level 2

- i. Encourage basic sentence structure - Teach students to formulate simple sentences comprising a subject, verb, and object (e.g., "I go to work.").
- ii. Introduce commonly used words and phrases - provide vocabulary lists and sentence starters to help students structure their writing effectively.
- iii. Utilise guided writing activities - Implement sentence templates and fill-in-the-blank exercises to support basic writing structure.
- iv. Teach spelling and letter formation - Reinforce correct spelling of common terms and appropriate letter formation through dedicated practice exercises.

- v. Support with visual prompts - Use illustrations, symbols, and diagrams to help students generate writing ideas.
- vi. Encourage practical writing - Instruct students to compose simple messages, labels, shopping lists, or personal information.
- vii. Introduce basic punctuation - Teach students to use capital letters at the beginning of sentences and periods (full stops) at the end.
- viii. Implement copying and tracing activities - Have students replicate short sentences to reinforce structure and enhance confidence.
- ix. Provide repetitive writing practice - utilise exercises to reinforce key phrases and sentence patterns.
- x. Offer immediate positive feedback - Reinforce minor achievements through encouragement and constructive corrections to bolster confidence.

3.14 Writing: Strategies to support progress in a student's Writing core skills from level 2 to level 3

- i. Introduce paragraph structure - Teach students to compose short paragraphs featuring topic sentences, supporting details, and concluding statements.
- ii. Expand sentence variety - Urge students to explore compound sentences (e.g., "I went to the store, and I bought some milk.") rather than exclusively utilising simple sentences.
- iii. Develop functional and workplace writing skills - Provide practice with writing emails, brief reports, forms, and instructions relevant to real-life scenarios.
- iv. Encourage linking words - Instruct students to utilise conjunctions (e.g., "and," "but," "because") to connect ideas seamlessly.
- v. Support grammar and punctuation development - Reinforce accurate use of capital letters, commas, full stops (periods), and question marks.
- vi. Introduce planning and drafting - Motivate students to brainstorm and outline their writing before crafting a final version.

- vii. Encourage editing and proofreading - Teach students to examine their work for basic errors and make minor enhancements before submission.
- viii. Expand vocabulary and word choice - Introduce synonyms and descriptive words to improve writing quality.
- ix. Provide sentence starters and writing prompts - offer structured writing exercises to help students organise their thoughts effectively.
- x. Increase writing independence - Gradually reduce support, empowering students to compose short passages without templates or sentence prompts.

3.15 Writing: Strategies to support progress in a student's Writing core skills from level 3 to level 4

- i. Develop coherent multi-paragraph writing - Teach students to organise longer pieces with clear introductions, body paragraphs, and conclusions.
- ii. Encourage logical sequencing of ideas - Utilise graphic organisers (e.g., flowcharts, mind maps) to help students structure their thoughts before writing.
- iii. Introduce sentence complexity - Encourage students to experiment with complex and compound-complex sentences, utilising varied sentence structures.
- iv. Enhance formal and workplace writing - Provide practical exercises in drafting reports, proposals, workplace emails, and instructional guides.
- v. Improve descriptive and persuasive language usage - Instruct students to utilise adjectives, adverbs, and rhetorical devices to heighten engagement and clarity.
- vi. Support editing and revising for clarity - Introduce peer review and self-editing techniques to improve grammar, punctuation, and coherence.
- vii. Develop consistency in tone and style - Encourage students to adapt their writing style according to the audience and purpose (e.g., professional, academic, informal).
- viii. Encourage use of evidence and justification - Educate students on supporting arguments with facts, examples, and logical reasoning.

- ix. Introduce formatting and presentation techniques - Guide students in effectively employing headings, bullet points, and paragraph breaks for clarity and readability.
- x. Promote independent writing tasks - Assign extended writing projects that require students to plan, draft, and revise their work with minimal assistance.

3.16 Writing: Strategies to support progress in a student's Writing core skills from level 4 to level 5

- i. Develop advanced argument and critical thinking skills - Inspire students to form well-reasoned arguments, analysing multiple perspectives supported by evidence.
- ii. Refine cohesion and coherence in extended texts - Instruct students to maintain a logical flow with sophisticated transitions between ideas and paragraphs.
- iii. Strengthen research and referencing skills - Guide students in integrating research findings, correctly citing sources and preventing plagiarism.
- iv. Encourage precision in language and style - Assist students in honing their tone, diction, and writing style to fit various contexts, audiences, and professional or academic standards.
- v. Expand genre-specific writing skills - Provide practices in advanced formats, such as formal reports, policy documents, academic papers, persuasive essays, and technical manuals.
- vi. Promote advanced editing and proofreading techniques - Teach students to critically analyse their own work for grammar, clarity, consistency, and effectiveness.
- vii. Foster creativity and original thought - Encourage students to adopt unique perspectives, propose original ideas, and challenge established views within their writing.
- viii. Support high-level synthesis and summarisation - Aid students in extracting and

amalgamating key points from multiple sources to create concise yet informative summaries.

- ix. Introduce industry-specific and professional writing conventions - Provide familiarity with legal, business, scientific, or academic writing norms and expectations.
- x. Encourage publication and real-world application - Support students in submitting their work for professional, academic, or public consumption, including journals, reports, or business communications.

3.17 Oral communication: Strategies to support progress in a student's Oral Communication skills from level 1 to level 2

- i. Encourage the use of common phrases and greetings: Facilitate practice with everyday expressions such as "Hello, how are you?" and "Thank you" to enhance basic conversational skills.
- ii. Support with visual aids and gestures: Use pictures, flashcards, and body language to reinforce meaning and bolster students' confidence in communication.
- iii. Provide simple role-playing activities: Involve students in basic, structured dialogues, such as ordering food or asking for directions, to simulate real-life interactions.
- iv. Use slow, clear speech: Model slow, clear articulation and motivate students to adopt the same approach to refine their pronunciation.
- v. Encourage listening and repetition: Engage students in repetition exercises in which they listen to sentences and echo them, thereby increasing their familiarity with spoken language.
- vi. Introduce yes/no and short-answer questions: Initiate uncomplicated question-and-answer practices to instil confidence in students when interacting.
- vii. Provide sentence starters: Offer foundational sentence structures that assist

students in expressing their thoughts.

- viii. Encourage pair and small-group conversations: Foster a supportive speaking environment by enabling students to practise with partners before addressing larger groups.
- ix. Reinforce through repetition and practice: Encourage regular, brief speaking opportunities in varied contexts to develop fluency.
- x. Use audio and visual learning tools: Provide recordings, simple dialogues, or videos to help students recognise common speech patterns.

3.18 Oral communication: Strategies to support progress in a student's Oral Communication core skills from level 2 to level 3

- i. Encourage longer responses: Shift the focus beyond yes/no answers by prompting students to elaborate on their thoughts with prompts such as "Why do you like that?" or "Can you tell me more?"
- ii. Introduce open-ended questions: Teach students to formulate and respond to questions that require detailed explanations rather than straightforward answers.
- iii. Develop turn-taking and active listening skills: Engage students in structured activities designed to cultivate turn-taking, acknowledgment of others, and appropriate responses during conversations.
- iv. Expand vocabulary and sentence structure: Introduce new lexicon and sentence forms, empowering students to articulate their ideas more clearly and fluently.
- v. Encourage participation in group discussions: Promote involvement in small group dialogues, brainstorming sessions, or storytelling exercises.
- vi. Use role-plays for real-world scenarios: Facilitate practice of job interviews, customer service interactions, workplace dialogues, or social discussions to reinforce learning.
- vii. Teach clarification strategies: Equip students with techniques to ensure understanding, such as asking, "Can you repeat that?"

- viii. Support pronunciation and fluency development: Provide activities that focus on clear pronunciation, intonation, and the natural rhythm of speech.
- ix. Encourage storytelling and personal expression: Have students recount experiences, narrate brief stories, or deliver simple presentations to bolster their confidence.
- x. Expose students to different speech styles and accents: Utilise audio recordings, podcasts, and videos to enhance comprehension and adaptability during conversations.

3.19 Oral communication: Strategies to support progress in a student's Oral Communication core skills from level 3 to level 4

- i. Develop advanced conversation and discussion skills: Motivate students to contribute meaningfully to discussions, articulate opinions, and consider various viewpoints.
- ii. Enhance clarity and confidence when speaking: Employ techniques such as voice projection, pacing, and intonation to refine speech delivery.
- iii. Introduce persuasive and negotiation skills: Instruct students on how to present arguments coherently, provide rational justifications, and persuade others effectively.
- iv. Encourage professional and workplace communication: Facilitate practice in formal workplace interactions, meetings, and client or customer conversations.
- v. Expand idiomatic and contextual language use: Introduce idioms, expressions, and cultural references to enhance the authenticity of students' speech.
- vi. Use structured debate and presentation exercises: Encourage participation in debates, panel discussions, or structured presentations to amplify students' confidence.
- vii. Improve active listening and response skills: Train students to respond thoughtfully, summarise key points, and formulate relevant follow-up questions.

- viii. Expose students to varied speaking environments by practising dialogues in settings such as interviews, networking events, and group discussions.
- ix. Encourage self-reflection and feedback: Utilise recorded speeches or peer assessments to help students identify their strengths and areas for development.
- x. Develop adaptability in speech styles: Instruct students to modify their tone, lexicon, and approach to the audience and context, whether formal or informal.

3.20 Oral communication: Strategies to support progress in a student's Oral Communication core skills from level 4 to level 5

- i. Develop high-level persuasion and negotiation skills: Instruct students on how to articulate potent arguments, navigate complex negotiations, and effectively influence decision-making.
- ii. Encourage strategic and purposeful communication: Guide students in tailoring their speech for varied audiences, considering tone, style, and context.
- iii. Enhance public speaking and presentation mastery: Provide opportunities for students to deliver formal presentations and keynote speeches, and to participate in panel discussions.
- iv. Introduce high-level critical thinking in discussions: Inspire students to challenge assumptions, synthesise information from various sources, and articulate coherent, well-reasoned responses.
- v. Support adaptive, culturally aware communication: Teach students how to adapt their language, body language, and speech patterns to accommodate diverse audiences and international contexts.
- vi. Develop leadership and facilitation skills: Provide training in leading discussions, moderating meetings, and guiding collaborative decision-making.
- vii. Encourage advanced questioning and probing techniques: Help students refine their capacity to pose insightful, open-ended questions that promote deeper conversations.

- viii. Expose students to high-stakes communication scenarios by creating simulations of crisis communications, media interviews, boardroom discussions, and high-pressure negotiations.
- ix. Refine non-verbal communication mastery: Educate students on the effective use of body language, facial expressions, and gestures within their communication.
- x. Promote reflective, self-aware speaking practices: Use recorded presentations, peer feedback, and self-assessment tools to enhance students' speaking styles and effectiveness.

3.21 Numeracy: Strategies to support progress in a student's Numeracy core skills from level 1 to level 2

- i. Reinforce number recognition and counting: Implement engaging activities designed to enhance students' proficiency in recognising, reading, and writing numbers up to 100.
- ii. Encourage basic addition and subtraction: Utilise hands-on exercises, such as counting objects or employing number lines, to cultivate foundational calculation skills.
- iii. Introduce everyday mathematics applications: Incorporate real-life scenarios, like managing finances, interpreting time on clocks, and measuring ingredients, to establish practical numeracy skills.
- iv. Emphasise visual supports and manipulatives: Provide tangible aids, such as number charts, blocks, dice, and counters, to solidify numerical concepts through interactive methods.
- v. Develop confidence with simple word problems: Instruct students on how to decode basic maths problems linked to daily activities (for example, if you buy 3 apples and consume 1, how many remain?)
- vi. Introduce basic measurement skills: Assist students in grasping concepts of length, weight, and capacity using familiar units (such as centimetres, grams, and litres).

- vii. Encourage recognition of patterns and sequences: Engage students with activities and games tailored to help them recognise numerical patterns, including counting in 2s, 5s, and 10s.
- viii. Provide repetitive, structured practice: Reinforce concepts through daily mathematics activities, quizzes, and number-focused puzzles.
- ix. Teach basic money skills: Familiarise students with identifying different coins and calculating simple transactions that involve change.
- x. Support verbal and written numerical communication: Motivate students to engage in discussions about numbers and basic calculations, thereby enhancing their confidence in utilising numeracy in everyday dialogues.

3.22 Numeracy: Strategies to support progress in a student's Numeracy core skills from level 2 to level 3

- i. Develop multi-step problem-solving skills: Guide students in deconstructing problems into manageable segments to enhance both comprehension and precision.
- ii. Introduce multiplication and division concepts: Employ practical illustrations, such as sharing food or organising groups of objects, to build confidence in these mathematical operations.
- iii. Encourage mental maths strategies: Assist students in practising mental addition, subtraction, and estimation to boost their speed and accuracy significantly.
- iv. Expand knowledge of fractions, decimals and percentages: Use real-world examples, such as dividing bills, interpreting prices, and calculating discounts, to broaden their understanding of these concepts.
- v. Support understanding of time and scheduling: Educate students on how to read and interpret timetables, schedules, and elapsed time in relevant real-life situations.
- vi. Introduce simple data interpretation: Facilitate students in gathering insights

from graphs, charts, and tables in practical contexts (such as weather reports and surveys).

- vii. Apply measurement in practical activities: Provide students with opportunities to measure distances, weights, and volumes in everyday tasks, such as cooking or DIY projects.
- viii. Teach money management skills: strengthen skills related to budgeting, total cost calculations, and determining change in shopping scenarios.
- ix. Encourage estimation and approximation: Instruct students to estimate values and assess the reasonableness of their estimates before performing calculations.
- x. Increase exposure to workplace and functional numeracy: Familiarise students with numeracy tasks relevant to specific industries, such as calculating project materials or tracking wages.

3.23 Numeracy: Strategies to support progress in a student's Numeracy core skills from level 3 to level 4

- i. Develop advanced multi-step problem-solving skills: Inspire students to analyse complex real-world problems, pinpoint key numerical elements, and devise suitable strategies for resolution.
- ii. Enhance understanding of fractions, decimals and percentages: Introduce more intricate percentage calculations, encompassing tax, interest rates, and profit margins, alongside their practical applications.
- iii. Introduce algebraic thinking: Assist students in recognising patterns, utilising formulas, and solving basic algebraic equations pertinent to academic and workplace numeracy.
- iv. Expand measurement and geometry skills: Encourage students to calculate area, perimeter, and volume through real-life applications, such as home improvement tasks and landscaping projects.
- v. Strengthen data analysis and interpretation: Equip students to read, interpret,

and generate more complex graphs, charts, and statistical data for academic and professional purposes.

- vi. Improve budgeting and financial literacy: Provide scenarios for practising personal or business budget management, analysing financial statements, and comparing costs effectively.
- vii. Encourage estimation and accuracy checking: Teach students methods to validate their calculations through estimation, checks of reasonableness, and reverse calculations.
- viii. Develop workplace numeracy skills: Expose students to discipline-specific calculations, such as tracking fuel consumption, staffing schedules, and production rates.
- ix. Introduce probability and risk assessment: Support students in grasping concepts of likelihood and risk in real-world contexts, such as making informed decisions in business and insurance.
- x. Encourage independent use of digital tools: Instruct students in the utilisation of spreadsheets, calculators, and digital applications to handle numerical tasks relevant in work and study environments.

3.24 Numeracy: Strategies to support progress in a student's Numeracy core skills from level 4 to level 5

- i. Develop high-level problem-solving and critical analysis: Motivate students to employ numerical reasoning to navigate multifaceted, ambiguous, or multi-variable challenges.
- ii. Strengthen advanced financial and statistical literacy: Provide support for grasping concepts such as profit margins, investment risks, economic forecasting, and statistical probabilities.
- iii. Enhance algebraic and formula-based calculations: Teach students to implement advanced formulas and algebraic reasoning in pertinent technical, business, or engineering contexts.

- iv. Encourage data-driven decision-making: Guide students in interpreting complex datasets, identifying trends, and formulating strategic business or financial recommendations.
- v. Introduce predictive modelling and risk assessment: Allow students opportunities to utilise statistical and mathematical models for analysing risks across diverse fields, including business, science, and insurance.
- vi. Support advanced measurement and spatial reasoning: Encourage problem-solving in nuanced measurement scenarios, such as architectural design, engineering calculations, and logistical planning.
- vii. Teach the application of advanced probability and statistics: Engage students in working with real-world data, calculating standard deviations and probabilities, and constructing evidence-based predictions.
- viii. Encourage effective use of digital and analytical tools: Provide training on software such as spreadsheets, financial modelling tools, and statistical analysis applications for academic and workplace requirements.
- ix. Develop professional and industry-specific numeracy: Expose students to numeracy relevant to various fields, including actuarial computations, medical dosage calculations, and supply chain analytics.
- x. Promote independent inquiry and research-based problem solving: Inspire students to conduct their own numerical investigations and present findings with comprehensive justifications.

3.25 Digital Literacy: Strategies to support progress in a student's Digital Literacy skills from pre-level 1A to pre-level 1B

- i. Implement real-world examples: Illustrate the functions of common digital devices, such as smartphones for communication, computers for professional tasks, and tablets for entertainment.
- ii. Facilitate device function identification through discussion and observation: Demonstrate how to operate a device-including powering it on and off, opening

applications, and utilising basic touchscreen and swipe functionalities.

- iii. Employ flashcards and visual aids: Utilise labelled diagrams of devices and software icons to help students recognise and recall their specific purposes.
- iv. Simplify explaining connectivity: Use a straightforward analogy, such as characterising Wi-Fi as an invisible wire that connects a device to the internet.
- v. Provide step-by-step demonstrations on connecting to Wi-Fi or mobile data, and assist students in navigating the process of establishing a Wi-Fi connection.
- vi. Differentiate between online and offline activities: illustrate the contrast between activities that require internet access, such as browsing websites, and those that do not, such as using a calculator.
- vii. Discuss the benefits and drawbacks of digital connectivity: Delve into examples that highlight staying connected with family online, while also acknowledging the risks associated with oversharing personal information.
- viii. Introduce the concept of digital privacy: Discuss the importance of protecting personal details, such as one's name or address, while using digital devices.
- ix. Utilise simple scenarios to raise risk awareness: Engage students in role-playing exercises where they must decide whether to share personal information, such as "Should you disclose your phone number to a stranger?"
- x. Clarify digital risk protection with simple comparisons: Explain the concept of passwords by likening them to house keys-emphasising that access is limited to the right individuals.
- xi. Assist in creating basic passwords: Guide students through developing simple passwords using familiar words or numbers, for example, "Dog123".
- xii. Introduce basic security symbols: Familiarise students with common security icons, such as a padlock that indicates a secure website, and elucidate their meanings.
- xiii. Demonstrate on-screen navigation techniques: Show students how to effectively

utilise touchscreens, keyboards, and mice to interact with digital devices.

- xiv. Teach recognition of digital alerts and prompts: Use real-world examples, such as low battery warnings or pop-up messages asking, "Are you sure you want to exit?"
- xv. Connect physical actions to digital reactions: Demonstrate how typing on a keyboard or tapping an icon results in specific actions on the screen.
- xvi. Encourage basic device maintenance: Instruct students on charging devices, cleaning screens, and restarting frozen devices.
- xvii. Reveal the mutable nature of digital content: Showcase how text and images can be altered, for instance, by typing and deleting within a notes application.
- xviii. Introduce simple, interactive software: Engage students with basic applications that let them modify content, such as adjusting font size in a word processor.
- xix. Promote safe exploration through hands-on activities: Encourage students to experiment with basic features, like resizing windows or adjusting brightness levels.

3.26 Digital Literacy: Strategies to support progress in a student's Digital Literacy skills from pre-level 1B to level 1

- i. Introduce the basics of online communication: Guide students in using email, messaging applications, or social media platforms for simple interactions, such as sending messages or reacting to posts.
- ii. Demonstrate basic online tasks: Show students how to browse websites, search for information, and access essential services, including weather updates, news articles, and online shopping.
- iii. Explain the foundations of netiquette: Instruct students on respectful online conduct, including avoiding all caps (which can be perceived as shouting), using polite language, and understanding the potential for misinterpretation in digital messages.
- iv. Introduce the concept of a digital footprint: Educate students that actions taken

online-such as posts and comments-are often permanent and visible to others.

- v. Instruct on recognising unsafe web links: Highlight examples of questionable links, such as those with excessive numbers of digits or spelling errors, and teach how to identify secure websites using features like HTTPS and a padlock icon.
- vi. Demonstrate how to manage privacy settings: Show students how to adjust privacy settings on common platforms, such as social media and email accounts, thereby safeguarding their personal information.
- vii. Distinguish between personal and professional online conduct: Provide clear examples of appropriate versus inappropriate behaviour in work-related contexts compared to personal settings, such as maintaining professionalism in work emails.
- viii. Identify and address inappropriate content: Equip students with the skills to recognise harmful material and understand when to report or avoid it.
- ix. Introduce website layouts and navigation: Teach students to navigate websites effectively using menus, buttons, and scrollbars.
- x. Enhance understanding of digital symbols and icons: Engage students with exercises that involve matching icons-such as those representing settings, save options, or print functions-with their respective actions.
- xi. Practice navigating digital environments: Show students how to access folders, utilise bookmarks, and explore key features within various software applications.
- xii. Encourage the utilisation of common digital devices and software: Incorporate hands-on activities involving tablets, computers, or smartphones to complete specific tasks.
- xiii. Guide students in retrieving digital information: Instruct students on using search functions, file explorers, or digital directories to locate specific information.
- xiv. Teach basic file-creation and saving techniques: Demonstrate how to create and save new documents, spreadsheets, or image files.

- xv. Introduce fundamental file organisation skills: Assist students in developing organisational strategies by creating folders, renaming files, and logically storing documents.
- xvi. Promote basic content-editing skills: Show students how to type and edit text in documents or online forms.
- xvii. Instruct on basic troubleshooting techniques: Provide students with simple solutions for technical issues, such as restarting devices, closing and reopening software, or checking Wi-Fi connections.
- xviii. Demonstrate the functionality of digital peripherals: Illustrate how to use commonplace peripherals, such as printers, USB drives, and headphones.
- xix. Introduce adaptive technology to enhance accessibility: Instruct students to adjust screen brightness, enable text-to-speech features, or modify font sizes for improved usability.

3.27 Digital Literacy: Strategies to support progress in a student's Digital Literacy skills from level 1 to level 2

- i. Enable multi-platform communication skills: Teach students to send emails, join video calls, and collaborate via messaging apps or shared documents.
- ii. Create situations to initiate and manage online interactions: Incorporate role-playing exercises in which students practice starting, maintaining, and concluding online conversations in a courteous manner.
- iii. Deepen understanding of netiquette: Reinforce respectful digital communication practices by focusing on the differences between professional and casual tones, expected response times, and appropriate use of emojis.
- iv. Guide audience selection for online communication: Help students distinguish between private (e.g., direct messaging) and public (e.g., social media posts) communication preferences.
- v. Reaffirm safe information-sharing practices: Offer real-life scenarios in which

students must thoughtfully consider which personal details are appropriate to share.

- vi. Educate on password management and secure logins: Instruct students to create robust passwords and enable two-factor authentication for enhanced security.
- vii. Introduce strategies for security software management: guide students to regularly verify updates for antivirus software, firewalls, and browser security settings.
- viii. Encourage personal accountability for digital safety: Emphasise understanding phishing attempts, potential for identity theft, and safe online shopping habits- reinforcing the need for critical evaluation before clicking links.
- ix. Introduce fundamental digital systems and their functions: teach students about the purposes of systems such as cloud storage, databases, and communication platforms.
- x. Enhance website and document navigation proficiency: Assist students in recognising and utilising features such as headers, menus, hyperlinks, and search tools across websites and electronic documents.
- xi. Encourage the appropriate selection of digital tools for tasks: Provide practical exercises that require students to compare software options and guide them on when to use Word, Excel, or Google Docs.
- xii. Broaden students' familiarity with digital peripherals: Introduce students to devices such as printers, webcams, and external drives, and demonstrate proper connections and functions.
- xiii. Instruct on effective search engine techniques: Teach students how to use specific keywords, apply filters, and evaluate sources for credibility effectively.
- xiv. Promote utilisation of familiar data management systems: Show students how to store, retrieve, and organise files effectively by employing folders, cloud storage, and desktop shortcuts.

- xv. Demonstrate methods for digitally accessing and presenting information: Foster skill development in locating and displaying information within spreadsheets, presentation software, or dashboards.
- xvi. Educate about operating system updates and device management: Demonstrate how to check for software updates and explain their importance in maintaining security and optimal performance.
- xvii. Introduce basic troubleshooting exercises: Engage students in hands-on activities aimed at problem-solving, including:
 - xviii. Restarting a non-responsive program,
 - xix. Checking Wi-Fi connections,
 - xx. Resolving common printer or audio issues.
- xxi. Instil knowledge on when to seek help: Encourage students to recognise situations when assistance is needed, and foster skills for effectively explaining problems when seeking support.
- xxii. Guide safe online transactions: Instruct students in making secure online purchases, paying bills, and accessing e-government services.
- xxiii. Explain the proper use of online forms and data entry: Provide practice drills in accurately completing online forms for typical tasks such as registrations and applications.
- xxiv. Discuss secure payment methods: educate students on credit card safety, PayPal use, and secure online banking practices.

3.28 Digital Literacy: Strategies to support progress in a student's Digital Literacy skills from level 2 to level 3

- i. Introduce varied internet connection methods: Explain the distinctions between wired (Ethernet) and wireless (Wi-Fi, mobile data, Bluetooth) connections through relatable scenarios.
- ii. Demonstrate device connectivity and pairing techniques: Provide step-by-step

- guidance on connecting to Wi-Fi networks, pairing Bluetooth devices (e.g., headphones, printers), and accessing cloud storage for file transfer.
- iii. Teach effective online collaboration tools: Instruct students on utilising platforms such as Google Drive, Microsoft OneDrive, Dropbox, or collaborative workspaces effectively for group projects.
 - iv. Encourage purposeful online communication: Present scenarios that prompt students to select the most appropriate platform for different communications, such as email for formal correspondence and instant messaging for brief updates.
 - v. Enhance understanding of virus protection software: Teach students how to check whether antivirus software is up to date and how to perform a system scan.
 - vi. Introduce data protection measures: Explain essential practices, including automatic backups, two-factor authentication, and recovery strategies, to safeguard data against loss.
 - vii. Educate on secure online financial practices: guide students in:
 - A. Identifying secure payment gateways (noted by HTTPS, padlock icons),
 - B. Avoiding phishing schemes,
 - C. Safeguarding passwords with password management tools.
 - viii. Discuss awareness of digital footprints and risk mitigation: Assist students in assessing how their online actions can affect their privacy and in devising methods to manage it, such as reviewing social media privacy settings.
 - ix. Guide students in customising user preferences: Educate students on modifying software settings, such as font sizes, accessibility features, and notification preferences, to suit their needs.
 - x. Support downloading and installing software applications: Offer hands-on exercises on downloading and installing applications from trusted sources, while managing storage space and uninstalling unnecessary programs.
 - xi. Introduce the importance of using ergonomic technology: teach students optimal

device positioning, mandate breaks from screen exposure, and share wrist-friendly typing strategies to prevent strain.

- xii. Teach about cloud storage and file transfers: Demonstrate how to upload or download files to cloud services (e.g., Google Drive, OneDrive, iCloud) and how to transfer files wirelessly via Bluetooth or AirDrop.
- xiii. Clarify symbols and terminology related to device connectivity: Provide visual aids that outline icons representing Wi-Fi, Bluetooth, network settings, and security alerts.
- xiv. Develop students' ability to articulate connection methods: Encourage students to verbally explain or physically demonstrate the processes of connecting devices to networks or pairing them with other devices.
- xv. Instruct on advanced search engine techniques: Familiarise students with strategies such as:
 - A. Using quotation marks (") for precise searches,
 - B. Employing minus signs (-) to exclude certain words,
 - C. Searching for specific file types (e.g., PDF, DOCX).
- xvi. Encourage the utilisation of software for organisational and display purposes: Assign tasks that require students to use spreadsheet software to organise data, create multimedia presentations, and efficiently arrange folders and files.
- xvii. Cultivate troubleshooting skills for common recurring issues: Train students on:
 - A. Refreshing devices,
 - B. Diagnosing connection issues,
 - C. Updating software,
 - D. Interpreting system error messages,
 - E. Utilising online forums or support resources for troubleshooting guidance.

4. Measures

Steps	Person/s responsible
5.1 LLND Assessment – Long course	
i. Initial assessment. When completing the Enrolment Form, the prospective student is asked to provide details of their prior education and to indicate whether they consider themselves to have the literacy and numeracy skills to undertake the course. The student is then required to complete an Initial Core Skills Assessment (Section 9 of the Enrolment Form). This information is reviewed to determine whether there are any indicators of support or the need for further testing. If support is required, this will be recorded on the <i>Enrolment Form</i>, and the support request will be forwarded to the Training Manager to arrange an interview to determine support requirements further.	Office Manager Student Support Officer
ii. Conduct LLND Assessment. In accordance with the guidelines in Section 3.2 “Who requires LLND Assessment”, the LLND assessment is to be issued to the prospective student and completed before enrolment. The assessment is to be administered by a person who holds the competency TAELLN421 Integrate core skills support into training and assessment, or a unit that is directly related to this unit and may be superseded.	Officer Manager or delegate Student Support Officer
iii. Review LLND assessment responses. The LLND assessment will be reviewed, and any areas for support will be identified. Based on the assessment results, determine whether an interview is required to gather additional information before preparing a support plan.	Student Support Officer
iv. Conduct an interview. In response to the identified need for support arising from the initial assessment and the student’s prior education, the student should be contacted and arrangements made for an interview to assess	Student Support Officer

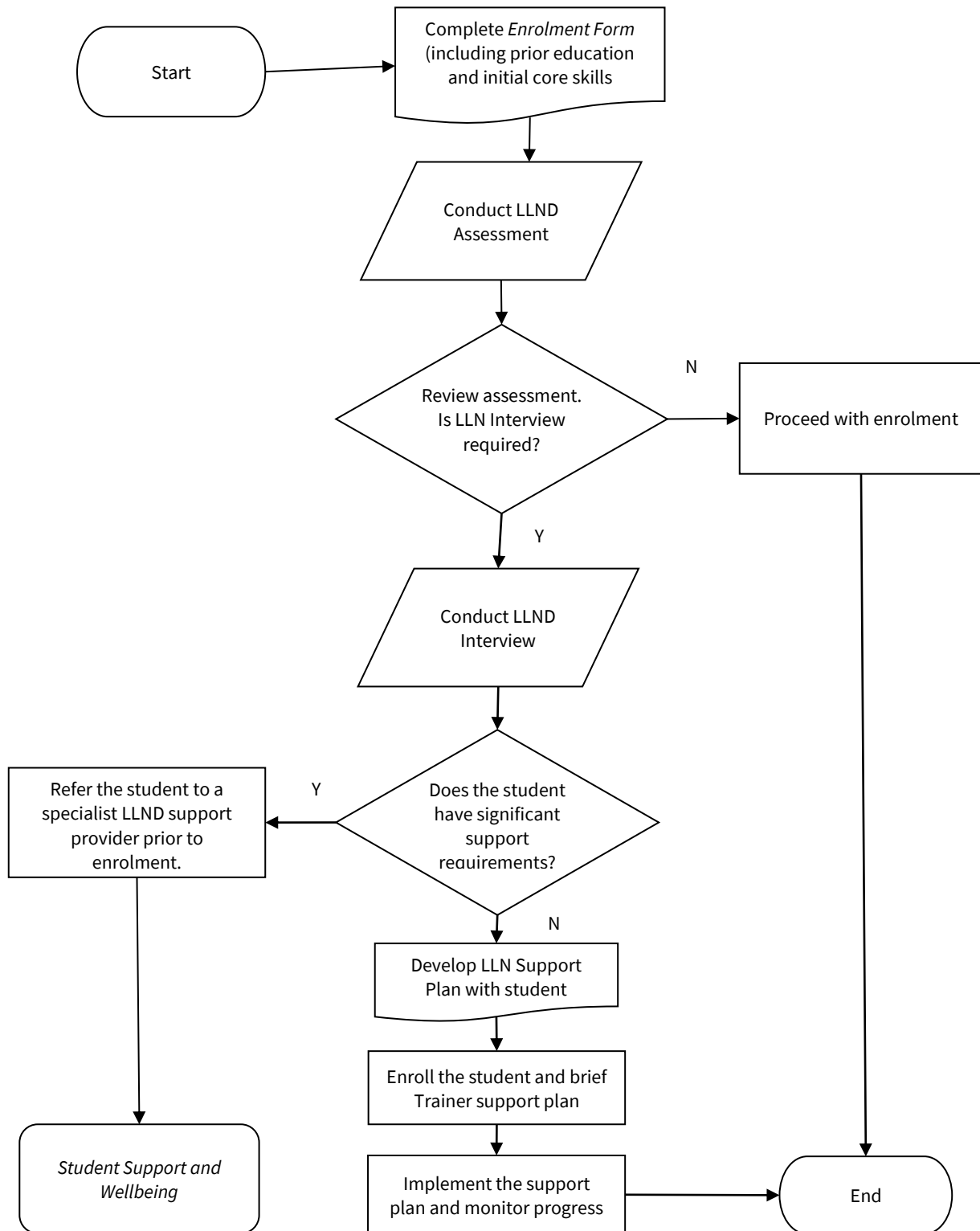
	further their language, literacy and numeracy proficiency, and digital literacy. The interview is to be conducted using and recorded on the form - <i>LLND Interview Guide</i>.	
v.	Responding to a student with minor LLND support requirements Where it is determined that a student does have identified support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in Section 4 considerations. It is not expected that all strategies from each level would be necessary. The Student Support Officer is to utilise their training to select and tailor strategies and a support plan to meet the student's needs. Responding to a student with significant LLND support requirements. Where the difference between the student's assessed level and the course level is so significant, and there is a risk of the student's disadvantage, a support plan should not be considered. When determining "significant" as a general guide, if the student's success level is <u>more than two (2) levels</u> below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, the Institute should provide the student with information and refer them to relevant external support services, where they may be able to undertake a professional program to improve their core skills before considering further training and assessment.	Student Support Officer
vi.	Implement the LLND Support Plan. Once the LLND Support Plan is complete, the plan is to be shared with the student and a copy provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they are well-equipped to implement them with the student.	Student Support Officer Training Manager

vii.	Monitor progress. Regularly monitor the student's progress and adjust the LLN Support Plan as needed to ensure that the student is making progress toward their goals. Follow-up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. The student support plan should be securely saved on the student's record within the Student Management System. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined to be no longer required.	Training Manager, Trainer
viii.	Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting.	Student Support Officer, Office Manager, Training Manager, Trainer, CEO
Steps		Person/s responsible
5.2 Core skills assessment – Short Courses		
ix.	Initial assessment. When completing the Enrolment Form, the prospective student is asked to provide details of their prior education and to indicate whether they consider themselves to have the literacy and numeracy skills to undertake the course. The student is then required to complete an Initial Core Skills Assessment (Section 9 of the Enrolment Form). This information is reviewed to determine whether there are any indicators of support or the need for further testing. If support is required, this will be recorded on the <i>Enrolment Form</i>, and the	Office Manager Student Support Officer

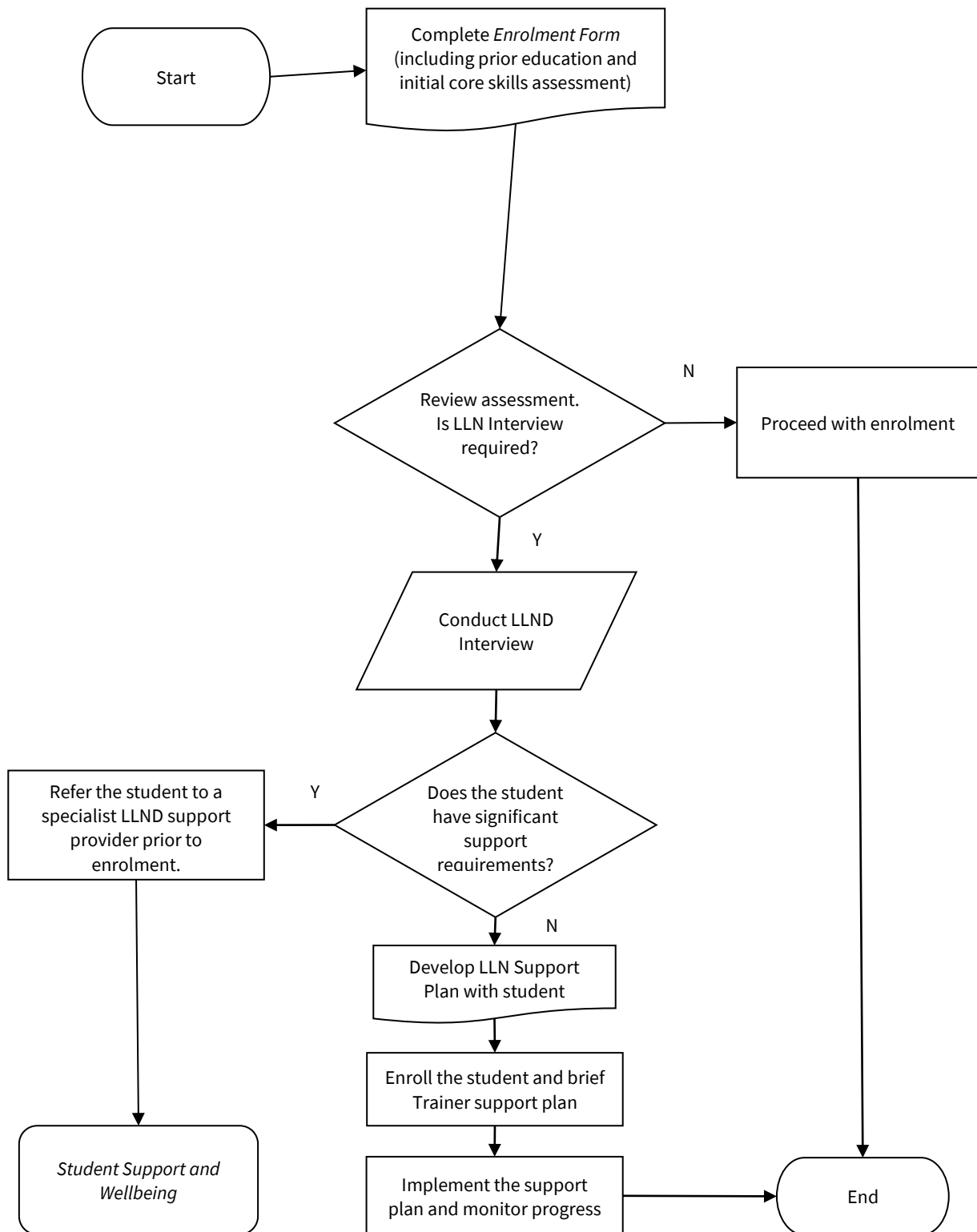
	support request will be forwarded to the Training Manager to arrange an interview to determine support requirements further.	
x.	Conduct an interview. In response to the identified need for support arising from the initial assessment and the student's prior education, the student should be contacted and arrangements made for an interview to assess further their language, literacy and numeracy proficiency, and digital literacy. The interview is to be conducted using and recorded on the form - <i>LLND Interview Guide</i>.	Student Support Officer
xi.	Responding to a student with minor LLND support requirements Where it is determined that a student does have identified support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in Section 4 considerations. It is not expected that all strategies from each level would be necessary. The Student Support Officer is to utilise their training to select and tailor strategies and a support plan to meet the student's needs. Responding to a student with significant LLND support requirements. Where the difference between the student's assessed level and the course level is so significant, and there is a risk of the student's disadvantage, a support plan should not be considered. When determining "significant" as a general guide, if the student's success level is <u>more than two (2) levels</u> below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, the Institute should provide the student with information and refer them to relevant external support services, where they may be able to undertake a professional program to improve their core skills before considering further training and assessment.	Student Support Officer
xii.	Implement the LLND Support Plan.	Student Support

	Once the LLND Support Plan is complete, it is to be shared with the student and a copy provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they are well-equipped to implement them with the student.	Officer Training Manager
xiii.	Monitor progress. During the short course, monitor the student's progress and adjust the training to support the student in accordance with the plan. The student support plan should be securely saved on the student's record within the Student Management System. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The ship management system should also be updated when ongoing support is determined as no longer required.	Training Manager, Trainer
xiv.	Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting.	Student Support Officer, Office Manager, Training Manager, Trainer, CEO

5. Long course LLND assessment flow chart



6. Short course LLND assessment flow chart



VERSION HISTORY

Version Number	Date	Summary of changes
1.0	September 2021	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.