

Language, Literacy and Numeracy and Digital (LLND) Policy and Procedure

Policy

SDG College Pty Ltd implements this Language, Literacy, Numeracy and Digital (LLND) Policy and Procedure in accordance with the Standards for Registered Training Organisations (RTOs) 2025, particularly:

- Standard 2.2 – Student suitability prior to enrolment
- Standard 2.3 – Access to training support services
- Standard 2.4 – Reasonable adjustments

This policy ensures that LLND skills are systematically identified prior to enrolment and supported throughout the student lifecycle to enable students to participate effectively in training and assessment and successfully achieve competency outcomes.

SDG College Pty Ltd is committed to embedding LLND support within the delivery of vocational education and training. LLND is integrated into the student's core VET program to ensure that foundation skill gaps are addressed in a meaningful, contextualised and industry-relevant manner.

Through this approach, the organisation ensures that:

- student LLND skill levels are identified using structured assessment processes prior to enrolment
- LLND outcomes are used to inform course suitability decisions
- appropriate support strategies and reasonable adjustments are implemented where required
- students are provided with access to internal and external support services
- LLND support is monitored and reviewed throughout the training period
- LLND interventions do not compromise the integrity of the training product, assessment requirements or competency outcomes

This policy forms part of the organisation's broader student support framework and must be read in conjunction with the following documents:

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- Pre-Enrolment and Enrolment Policy and Procedure
- Student Support and Wellbeing Policy
- Disability Support Policy
- Complaints Management Policy
- Appeals Policy
- Student Handbook

Together, these documents ensure a consistent, student-centred approach to identifying needs, supporting participation, and maintaining compliance with the Standards for RTOs 2025.

Purpose

SDG College Pty Ltd recognises that Language, Literacy, Numeracy and Digital (LLND) skills are essential for students to effectively participate in vocational education and training and successfully achieve competency outcomes.

This policy establishes a structured framework for identifying, assessing and supporting student LLND needs across the student lifecycle, including prior to enrolment and throughout training delivery. The organisation is committed to ensuring that students are provided with appropriate opportunities and support to develop their LLND skills in a manner that is relevant, contextualised and aligned with their training program and workplace expectations.

Through the implementation of this policy, SDG College Pty Ltd ensures that:

- student LLND skill levels are identified through a structured LLND assessment process
- LLND outcomes are used to inform course suitability decisions prior to enrolment
- appropriate support strategies and reasonable adjustments are implemented where required
- students are supported to participate effectively in training and assessment
- LLND support is monitored and reviewed to support student progression and completion

This policy also outlines the responsibilities of staff in identifying and supporting LLND needs and ensures that LLND processes are implemented consistently, fairly and in accordance with the Standards for RTOs 2025.

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Scope

This policy and procedure apply to all prospective students, enrolled students, and staff involved in the delivery and support of vocational education and training at SDG College Pty Ltd.

This includes:

- prospective students seeking to enrol in a VET course
- enrolled students undertaking training and assessment
- trainers and assessors
- Student Support Officers
- administration staff and management

This policy applies across all stages of the student lifecycle, including pre-enrolment, enrolment, training delivery and ongoing student support.

SDG College Pty Ltd ensures that this policy is communicated to students prior to enrolment through pre-enrolment information and the Student Handbook and is reinforced during orientation and throughout the training period.

This policy forms part of the organisation's student support framework and operates in conjunction with the following documents:

- Pre-Enrolment and Enrolment Policy and Procedure
- Student Support and Wellbeing Policy
- Disability Support Policy
- Complaints Management Policy
- Appeals Policy
- Student Handbook

Access & Equity

SDG College Pty Ltd is committed to providing equitable access to training and assessment and does not discriminate against prospective or enrolled students based on their Language, Literacy, Numeracy and Digital (LLND) skill levels.

LLND assessment is used to identify student support needs and determine course suitability. It is not used to unfairly exclude students from participation in training.

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Where LLND assessment identifies that a student may require additional support, the organisation will:

- provide appropriate support strategies where reasonably practicable
- implement reasonable adjustments in accordance with the student's needs
- refer the student to internal or external support services where required

Where the organisation determines that it is unable to adequately support the student's LLND needs, the student will be:

- informed of the reasons for this decision
- provided with advice regarding alternative course options or pathways
- supported to make an informed decision regarding enrolment

SDG College Pty Ltd reserves the right to decline enrolment where the training product is not suitable or where the organisation cannot provide the level of support required for the student to successfully participate.

All LLND-related information is treated confidentially and managed in accordance with the organisation's Privacy Policy.

Identification of Student Abilities and Requirement for Additional Support

SDG College Pty Ltd implements a structured and systematic process to identify student Language, Literacy, Numeracy and Digital (LLND) skill levels and determine the requirement for additional support. This process forms part of the organisation's student suitability assessment and is conducted prior to enrolment and monitored throughout the student lifecycle to ensure that students are appropriately supported to successfully participate in training and assessment.

Stage	Process	Description	Outcome
Stage 1	Pre-Enrolment Review	Review of student information including: • Pre-enrolment form	• Identify potential LLND gaps

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Stage	Process	Description	Outcome
Stage 2	LLND Assessment	• Application form • Prior education and training • Employment background • Declared disabilities or learning needs	• Determine initial course suitability • Identify support requirements
		Students complete LLND assessment using eSkilled LLND tool aligned to ACSF, assessing: • Learning • Reading • Writing • Oral Communication • Numeracy • Digital Skills	• Determine LLND skill levels • Confirm course suitability • Identify skill gaps • Inform support strategies
Stage 3	Suitability Decision	LLND results reviewed with enrolment data to determine: • Student readiness • Suitability for course • Level of support required	• Enrol with appropriate support strategy in place OR • Recommend alternative pathway OR • Refer to external support
Stage 4	Support Planning	Development of Additional Support Plan including • Identified gaps • Support strategies • Responsible staff • Review timelines	• Structured support plan • Shared with student and staff • Recorded on student file
Stage 5	Support Implementation	Support strategies may include:	• Improved participation

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Stage	Process	Description	Outcome
Stage 6	Monitoring & Review	• Language assistance • Tutoring/study support • Academic skills support • Modified delivery methods • One-on-one support • External referrals	• Support for competency achievement
		Ongoing monitoring through: • Trainer feedback • Progress tracking • Scheduled plan reviews	• Adjust support strategies • Ensure effectiveness
Stage 7	Support Limitations	Where LLND needs cannot be met: • Student informed of reasons • Alternative options provided • External referrals made	• Informed decision by student • Possible course change or withdrawal. The organisation reserves the right to decline enrolment where the training product is not suitable or required support cannot be provided.

Procedure

SDG College Pty Ltd implements a structured and systematic procedure to ensure that Language, Literacy, Numeracy and Digital (LLND) assessment, evaluation and support are conducted consistently, fairly and in accordance with the Standards for RTOs 2025. LLND assessment is conducted using an approved assessment tool (eSkilled) aligned with the Australian Core Skills Framework (ACSF), and is supported by the LLND Policy and Procedure, Assessor Guide to ACSF, course-specific ACSF profiles as outlined in the

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Training and Assessment Strategy (TAS), and relevant guidance materials for core skills including learning, reading, writing, oral communication, numeracy and digital skills. Each qualification has defined minimum ACSF levels, and the lowest required ACSF level across the units of competency determines the minimum entry requirement for the course.

All prospective students are required to complete an LLND assessment prior to enrolment as part of the organisation's suitability assessment process. The assessment evaluates student capability across core skills and may be supported by assessor observation, particularly for oral communication. LLND assessment results are recorded and retained on the student file in accordance with record management requirements.

Assessment outcomes are reviewed in conjunction with enrolment information to determine course suitability, student readiness for training and the level of support required. A student may be enrolled where LLND levels meet the minimum requirements or where a minor gap exists in one core skill and appropriate support strategies can be implemented. In such cases, an Additional Support Plan is developed and implemented to support the student throughout their enrolment. Where LLND outcomes indicate that the student is unlikely to successfully complete the course, or where multiple core skill levels fall significantly below the required ACSF level, the organisation will not proceed with enrolment. Instead, the student will be provided with guidance on alternative pathways, including preparatory or foundation skills training, and may be referred to appropriate external support services.

Where LLND support needs are identified, an Additional Support Plan is developed in consultation with the student. The plan outlines identified skill gaps, support strategies, responsible staff members and review timeframes. The plan is provided to the student and relevant staff, coordinated by the Student Support Officer and maintained on the student file.

Support strategies implemented may include:

- language and literacy assistance
- numeracy and digital skills support
- academic skills development
- one-on-one assistance
- modified learning delivery methods
- additional tutoring or study support

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- increased monitoring of student progress
- referral to appropriate internal or external support services

These strategies may include reasonable adjustments where required, provided that they do not compromise the integrity of the training product, assessment requirements or competency outcomes.

LLND support is continuously monitored throughout the student's enrolment. This includes trainer feedback, monitoring of student participation and progress, and scheduled reviews of the Additional Support Plan. Support strategies are adjusted where required to ensure their effectiveness and to support student progression and completion.

The General Manager is responsible for overseeing LLND processes and ensuring compliance with regulatory requirements. The Student Support Officer is responsible for coordinating support plans, referrals and ongoing monitoring of student progress. Trainers and assessors are responsible for identifying LLND needs, implementing support strategies and providing feedback on student performance. Administration staff are responsible for maintaining accurate LLND records and documentation.

All LLND-related records, including assessment results, Additional Support Plans and review notes, are securely stored in the student file in accordance with the organisation's Records Management and Privacy Policy.

Confidentiality

All information relating to students gathered during LLND needs identification, assessment, training and evaluation is treated as confidential and will be securely stored in the student file in accordance with the organisation's Privacy Policy and record management requirements. Access to this information is restricted to authorised personnel involved in the provision of training, assessment and student support services.