

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

1. Purpose

This policy outlines DNA Kingston Training's approach to identifying and supporting students' Language, Literacy, Numeracy, and Digital (LLND) skills needs at the pre-enrolment stage, in line with the Standards for RTOs 2025 and relevant legislation. It ensures learners are supported to succeed in training and assessment, with reasonable adjustments applied where appropriate.

2. Scope

This policy applies to:

- All prospective students enrolling in nationally recognised training programs with DNA Kingston Training.
- All staff involved in enrolment, training, and student support services.

3. Legislative and Regulatory Alignment

This policy aligns with the following:

- Standards for RTOs 2025
- National Vocational Education and Training Regulator Act 2011 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Privacy Act 1988 (Cth)
- Australian Core Skills Framework (ACSF)
- Digital Literacy Skills Framework (2020)

4. Policy Statement

DNA Kingston Training is committed to ensuring all learners have equitable access to education by:

- Assessing LLND needs before enrolment.
- Using validated LLND assessment tools aligned with the ACSF and digital literacy benchmarks.
- Providing tailored support or referrals to help students succeed.
- Complying with obligations under the Standards for RTOs 2025 and relevant legislation.

5. Procedure

5.1 Pre-Enrolment Stage

a. Pre-enrolment course Information

Prospective students receive course information, including required LLND levels and expectations for course participation.

b. LLND Assessment

All Australian applicants complete the following assessments:

- an online LLN quiz tailored to the AQF level of the intended course to assess:
 - Reading and writing comprehension
 - Oral communication (via scenario-based prompts if applicable)
 - Numeracy (contextualised to the industry)

- A digital literacy assessment which is a series of structured questions assessing:
 - Ability to operate a digital device (basic functionality)
 - Navigate online learning platforms
 - Use email, browsers, and Microsoft Office tools
 - Manage file uploads/downloads and identify online safety practices

All international applicants are to complete the digital literacy assessment as above. Their LLN component will be evidenced by the English proficiency document (e.g. IELTS, PTE) required upon application.

5.2 Review of Assessment Results

- Assessment outcomes are reviewed by trained staff.
- Learners are categorised as:
 - **Ready to enrol:** LLND levels meet course requirements.
 - **Support required:** Learners can enrol with an LLND support plan.
 - **Referral required:** Learners require further skills development before enrolment.

5.3 LLND Support Plan

For students needing support:

- An Individual LLND Support Plan is developed.
- Adjustments and strategies may include:
 - Extra time for assessments.
 - Foundation skills training.
 - Language or computer workshops.
 - Ongoing monitoring by trainers or support staff.

5.4 Staff Responsibilities

Role	Responsibility
Admissions Officer	Administers assessments and informs learners.
Trainers/Assessors	Monitor ongoing LLND needs and implement reasonable adjustments.
Course Coordinator	Reviews assessment results and develops support plans.
Compliance Manager	Ensures policy compliance and updates procedures.

6. Reasonable Adjustments

6.1 Reasonable adjustments will be provided as needed, as per:

- Disability Discrimination Act 1992
- Disability Standards for Education 2005

6.2 Adjustments may include:

- Modified assessments.

- Use of assistive technology.
- Alternative formats for learning materials.

7. Confidentiality

All student LLND assessment data is handled in accordance with the **Privacy Act 1988**, ensuring security and confidentiality of personal information.

8. Continuous improvement

This policy is reviewed annually. Feedback from staff and students is used to improve assessment tools, support services, and outcomes.

9. Related documents

- Admissions and Student Selection Policy and Procedure
- Assessment Policy and Procedure
- Student Handbook

10. Glossary of terms

Term	Definition
LLND	Language, Literacy, Numeracy and Digital skills required for training, employment, and everyday life.
ACSF	Australian Core Skills Framework – a national tool used to assess and describe performance in the core skill areas of learning, reading, writing, oral communication, and numeracy.
Digital Literacy	The ability to use digital technology, communication tools, and networks to access, manage, integrate, evaluate, and create information.
Diagnostic Assessment	An assessment used to identify a learner's existing skills, strengths, and areas for improvement prior to enrolment.
Individual LLND Support Plan	A tailored plan created to support learners with LLND needs throughout their course.
Reasonable Adjustment	A modification made to training or assessment to ensure learners with disability or disadvantage are not unfairly excluded or disadvantaged.
RTO	Registered Training Organisation – a provider approved to deliver nationally recognised training in Australia.
Standards for RTOs 2025	The revised national standards that govern the operation of RTOs in Australia.
Foundation Skills	Skills needed for work, learning and life, including LLND and employability skills.

Kingston Training and Employment Pty Ltd

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Policy Title	Language, Literacy, Numeracy, and Digital (LLND) Policy and Procedure
Policy Renewal	Every 2 years
Responsibility	Compliance Manager

Record of updates and changes

Version No.	Issue Date	Nature of Amendment
Version 01	July 2025	Materials designed