

LLND Policy and Procedure



KEYSTONE COLLEGE
OF BUSINESS & TECHNOLOGY

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

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1. PURPOSE

Keystone College of Business and Technology (KCBT) is committed to identifying and supporting language, literacy, numeracy and digital literacy (LLND) skills that students need to participate effectively in training and assessment and progress towards successful completion of their course. In accordance with the Standards for RTOs 2025, KCBT reviews prospective students' LLND skills and support needs as part of the pre-enrolment process.

This policy outlines KCBT's approach to identifying and supporting prospective and current VET students who may require LLND assistance. It provides a framework for LLND assessment, support, monitoring and continuous improvement.

2. SCOPE

This policy applies to all current and prospective students of KCBT, and to staff involved in admissions, enrolment, training, assessment, academic coordination, compliance, student support and includes processes for:

- Pre-training LLND assessment and support
- Ongoing monitoring and intervention
- Self-assurance and continuous improvement of support strategies

3. DEFINITIONS

Term	Meaning
LLND	Language, literacy, numeracy and digital literacy.
Language	The ability to understand and communicate information through speaking, listening and other forms of communication relevant to training and workplace contexts.
Literacy	The ability to read, interpret and produce written information required for training, assessment, employment and everyday participation.
Numeracy	The ability to understand and use calculations, measurements, quantities, data and other mathematical information relevant to the course and workplace context.
Digital Literacy	The ability to access, use, communicate, create and evaluate information using digital technologies required for education, training, employment and everyday participation.
Learner Needs Analysis Pre-Enrolment Form	KCBT's pre-enrolment form used to identify whether a prospective student may require further learner needs review, testing or support before course commencement.

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Reasonable Adjustment	An adjustment made to training or assessment arrangements to support access and participation, while maintaining the integrity of the training product and assessment requirements.
Support Plan	A documented plan that identifies a student's LLND skill gaps, support strategies, responsibilities, activities, monitoring arrangements and completion deadline.

4. LEGISLATIVE CONTEXT

KCBT acknowledges its obligation under various federal and local government acts and regulations, including frameworks and guidelines;

- Standards for RTOs 2025:
 - Outcome Standards: 2.1, 2.2, 2.3 and 2.4
- National Code of Practice for Providers of Education and Training to Overseas Students 2018: Standards 2.2, 6.1
- Australian Core Skills Framework (ACSF)
- Digital Literacy Skills Framework (DLSF)
- National Vocational Education and Training Regulator Act 2011
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 1984

5. POLICY PRINCIPLES

KCBT recognises that students come with a vast range of skills, experiences, motivations and capacity to deal with the challenges required when commencing training. With this view, KCBT ensures that students are supported in all aspects of Language, Literacy, Numeracy, and Digital Literacy (LLND) based on identified support needs. KCBT does not discriminate against students who are identified to need LLND assistance/support, protects student confidentiality, and reviews LLND arrangements as part of its continuous improvement processes.

6. LLND ASSESSMENT AND SUPPORT PROCESS

6.1. ASSESSMENT AREAS

KCBT considers the language, literacy, numeracy and digital literacy skills required for a student to participate effectively in their selected course. These skills are considered in relation to the requirements of the training product, including the training, assessment, workplace and technology-related tasks students are expected to complete.

The Australian Core Skills Framework (ACSF) informs consideration of learning, reading, writing, oral communication and numeracy skills. The Digital Literacy Skills Framework (DLSF) supports

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consideration of a student's ability to access and use digital technologies for education, communication and workplace participation.

The assessment areas may include:

- **Language and oral communication:** understanding instructions, organising learning, participating in discussions, seeking assistance and communicating in training and workplace contexts.
- **Literacy:** reading, interpreting and producing written information relevant to the course.
- **Numeracy:** using calculations, measurements, quantities and numerical information required by the training product.
- **Digital literacy:** using computers, email, learning platforms, software and other digital tools required for training and assessment.

These areas are used to identify whether additional assessment or support may be required and are not intended to replace the published entry requirements for the course.

6.2. ASSESSMENT PROCESS

Before enrolment, KCBT provides prospective students with information about the selected training product, including entry requirements, English language requirements, course structure, delivery mode, resources, technology requirements, assessment expectations, work placement or simulated workplace requirements where applicable, available support services and student obligations.

KCBT reviews the student's application, academic evidence, English language evidence, course selection, career intent, prior study, relevant work experience, digital access and the completed Learner Needs Analysis Pre-Enrolment Form. The pre-enrolment review process allows KCBT to learn about the student, and the support they may need if they are to successfully progress through the course. This includes an early detection of Language, Literacy, Numeracy, and Digital literacy (LLND) needs and support requirements.

Where the available information does not sufficiently demonstrate the skills needed for the course, or where a potential LLND concern is identified, KCBT may request additional evidence, conduct an interview or require the student to complete a relevant KCBT-approved assessment. The assessment used must relate to the identified need and the requirements of the selected course.

KCBT considers the assessment outcome together with all other available evidence. Where the student demonstrates the skills required, enrolment may proceed subject to the remaining entry requirements. Where a manageable support need is identified, KCBT may allow enrolment to proceed with appropriate support. Where significant gaps remain, KCBT may recommend preparatory study, English language or foundation skills assistance, an alternative course or pathway, or deferral of commencement until the student is better prepared. The outcome and reasons are communicated to the student and recorded.

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LLND needs are initially considered before enrolment, trainers, assessors and other staff continue to monitor students during training and assessment. Where an LLND concern is identified after commencement, the student may be referred for further review and provided with appropriate support, reasonable adjustment or external referral. The agreed actions and outcomes are recorded on the student's file.

6.3. LLND SUPPORT AND REASONABLE ADJUSTMENT

Support is based on the individual student's identified needs and may include assistance with course systems and digital tools, additional explanation of learning and assessment instructions, study skills, reading and writing support, workplace numeracy practice, tutorials, structured check-ins, accessible learning formats, reasonable additional time, or referral to an English language, foundation skills or other suitable support service.

Where structured ongoing support is required, KCBT may prepare a Support Plan in consultation with the student. Relevant trainers, coordinators and support staff are informed only of the information necessary to provide the agreed support. Any reasonable adjustment must maintain the integrity of the training product and must not change the competency standard, essential practical requirements or assessment outcome.

KCBT's internal LLND support is normally provided without at no additional cost. Where an external provider may charge a fee, the student is informed before the referral is made.

7. COMPLIANCE MONITORING AND REVIEW

KCBT reviews the effectiveness of its LLND arrangements at least annually, and earlier if legislation, regulatory standards, course requirements, or operational processes change. Monitoring may include file reviews, internal audit, student and staff feedback, support outcomes, course progress information, complaints and appeals, and assessment validation findings. Identified improvements are recorded and monitored through KCBT's continuous improvement process.

8. VERSION CONTROL AND ACCOUNTABLE OFFICERS

Policy Category	Student Support
Responsible Officers	Enrolment Manager Student Support Manager
Implementation Officers	Enrolment Manager

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Review Date		July 2025		
Approved by				
CEO				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
4.0	CEO	Policy review and update to align with Standards for RTOs 2025	Aug 2026	Aug 2026