

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

1. Policy and the Purpose

Princeton International College (PIC) evaluates the Language, Literacy, Numeracy and Digital (LLND) skills of prospective students prior to formally accepting their enrolment into a course or qualification to ensure that students are academically suited to undertake the program in conjunction with all other course entry requirements.

This process is conducted with honesty, integrity and fairness and uses an approved LLND Assessment Tool that validly and reliably assesses a student's competence against the Australian Core Skills Framework (ACSF).

This policy supports compliance with:

- Standards for Registered Training Organisations (RTOs) 2025
- Education Services for Overseas Students Act 2000 (ESOS Act)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- ELICOS Standards 2018 (where applicable)

The purpose of this policy is to ensure that Princeton International College:

- identifies whether prospective students possess the LLND skills required to successfully participate in their chosen course
- identifies students who may require additional learner support prior to enrolment acceptance
- implements appropriate learner support arrangements where required
- ensures students are enrolled into courses appropriate to their capabilities, support needs and study goals
- supports learner success, engagement and progression through appropriate support strategies and interventions

LLND evaluations are undertaken prior to enrolment acceptance to identify whether a prospective student:

- possesses the LLND skills required to successfully complete the course or qualification

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

- requires additional learner support services to successfully complete the course or qualification
- currently has insufficient LLND skills to successfully undertake the course or qualification

This policy operates in conjunction with Princeton International College's:

- Pre-Enrolment Policy and Procedure
- Formalisation of Enrolment and Written Agreement Policy and Procedure
- Student Support and Wellbeing Policy and Procedure
- Training and Assessment Policy and Procedure
- Records Management Policy and Procedure

2.Scope

This policy and its procedure are specifically focused on LLND and apply to all staff, trainers, current and potential students enrolled or seeking to enroll in a VET course of study with Princeton International College.

Princeton International College's Policy and Procedure is communicated to students at the time of course enquiry, course application or enrolment stage and information relating to this policy forms part of the Student Handbook.

3.Definitions

Pre-Enrolment Interview Form is the process of determining suitability and relevance of the course based on the individual's current competencies, existing educational attainment, capabilities, aspirations, and interests and with due consideration of the likely job outcomes from the development of new competencies and skills.

Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy, numeracy and Digital practitioners describe an individual's performance in the six core skills of learning, reading, writing, oral communication, numeracy, and digital.

Language involves the use of words in a structured and conventional way, in either written or spoken form, to communicate meaning.

Literacy is the ability to use and adjust language effectively, in a social context, to achieve

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

specific purposes. Literacy involves the application of skills such as the ability to explain, debate, retrieve information, explore issues, entertain, create and express opinions.

Numeracy involves the practical application of mathematical skills to use and critically evaluate information in numerical, spatial or graphical form. Numeracy may also involve literacy, for example, when extracting mathematical information from written text.

Digital literacy refers to the ability to confidently, critically, and safely use digital technologies for communication, collaboration, information creation, and problem-solving. It includes understanding how to navigate and use digital devices, platforms, and tools effectively to access, manage, and share information in various online and technological environments.

LLN Robot: The LLN Robot Online LLND Assessment has been designed to give an indication of a learner's abilities across the 6 core skills of the ACSF. The online assessment reacts dynamically to the answers of the learner and gets progressively easier or more difficult based on how the person is doing. This prevents learners from being asked questions that are either too easy or too difficult to save on assessment time and reduce negative assessment experiences. LLN Robot uses a purpose-built diagnostic tool to determine the required ACSF/core skill levels of a unit of competency. The system uses a series of language analysis algorithms to scan the content of a unit of competency to identify trigger words and phrases and their associated values based on the training package, ACSF performance indicators and the AQF (certificate) level of the unit. This data is used to generate a training profile that reflects the core skills required to understand and perform the criteria outlined in the unit.

4. Overview

Princeton International College recognises the importance of basic skills in English language, literacy, and numeracy and digital (LLND) for students in being able to participate actively and effectively in any course of study. Improving basic skills will assist in breaking down barriers for students in communicating with their trainers, peers and in the workplace.

To achieve this, PIC will ensure that all participants enrolled in our vocational training courses are given the opportunity to learn based on their individual competencies in LLND identified by

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

an LLND assessment test. We recognise that not all individuals have the same skills-set in reading, writing and performing calculations. Trainers and staff will endeavour to help and accommodate participants with difficulties in Language, Literacy or Numeracy

Princeton International College promotes the LLND Policy to students at initial enquiry and before their respective courses commence. Student Support Officers advise students of the availability of support services for those with LLND problems. It is ensured that Training Manager identify students with LLND problems as this will allow them to implement appropriate strategies to assist them with their learning. LLND issues are considered during development of training courses and assessment tools. Steps are taken to provide relevant staff the opportunities for professional development and publications for continued awareness of and competence with regard to LLND requirements.

All prospective students are required to complete the LLND assessment process prior to enrolment being formally accepted by Princeton International College.

5. Identification of student abilities and requirement for additional support

To maximise student's ability to meet course requirements, identification of training needs is to be undertaken using LLND competencies.

The process used at **Princeton International College** is two-fold, comprising of:

- a review of the contents of the pre- enrolment Interview Form and application form.
- an LLND assessment:

The purpose of the pre-enrolment Interview and the application form is to obtain any information about previous education, disabilities, LLND abilities. The information obtained in these two processes is to determine:

- the appropriateness of Princeton International College's course for the individual's own goals and aspirations

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

- the individual's skills in English reading, writing, learning, oral communication and numeracy
- any relevant disabilities that need to be considered when the individual participates in the course.

The aim of the LLND assessment is to ensure that the learning needs of participants are confirmed prior to commencement of the training, and where a minimum entry level has been set for LLND levels (as specified in the Training and Assessment Strategy), this has been met. If we can identify any participant with additional needs, we can then ensure that the support can be provided either by Princeton International College or via referral to external services and resources.

Princeton International College endeavours to identify students' LLND needs prior to course commencement and formal acceptance of enrolment. LLND assessment outcomes, pre-enrolment interview information and other relevant supporting information are reviewed to determine whether additional learner support may be required.

Where additional support needs are identified, Princeton International College documents the required support strategies within an LLND Support Form and implements appropriate learner support arrangements where required. Support arrangements may include additional academic support, learner resources, reasonable adjustments, referral services or other support strategies appropriate to the student's individual needs.

6.Procedure

Program Entry Requirements

The Training and Assessment Strategy (TAS) for each program provides the LLND levels required to be determined as having an appropriate ACSF level to enrol into the program desired. The LLND tool automatically generates the ACSF levels for each program depending on the units of competency within the qualification. Students are required to undertake a LLND assessment prior to their enrolment being accepted by PIC. This is to ensure students enrolling in the

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

program have the required LLND levels to complete training and assessment requirements towards successful completion of their qualification.

PIC determines a recommended LLND level for each program we deliver based on the Australian Core Skills Framework (ACSF) six Core Skills, these being Learning, Reading, Writing, Oral Communication, Numeracy and digital. PIC will generally accept prospective students with one LLND entry level lower than recommended or determined for a particular course by LLND Robot. However, prospective students with lower levels of LLND Skills may be accepted and this determination shall be on a case-by-case basis by the Training Manager.

7. LLND Assessment Tool

The term 'Language, Literacy, Numeracy and Digital' (LLN) refers to the Australian Core Skills Framework (ACSF) Six Core Skills, these being Learning, Reading, Writing, Oral Communication, Numeracy and Digital. These six Core Skills have been identified by the ACSF as the essential skills for individuals to hold to participate effectively in society including the workplace and Education Sector.

Core Skills are critical to almost all areas of work. This is particularly true in many vocations where Language, Literacy, Numeracy and Digital skills influence the performance of workplace tasks such as comprehending written work instructions. Further information is available below: <https://www.education.gov.au/australian-core-skills-framework>.

The LLND Assessment will assess the Six (6) Core Skills in the ACSF following areas.

- Reading
- Writing
- Numeracy
- Oral Communication
- Learning
- Digital

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

The LLND Assessment used by PIC is generated by LLND Robot <https://llnrobot.com.au/>. LLND Robot is the first assessment tool approved by the Federal Department of Education and Training after reviewing its accuracy in validly and reliably determining student LLND levels. Using trigger word and phrase analysis software developed by The Learning Resources Group, LLND Robot have determined the ACSF profile of every current national unit of competency from Certificate 1 to Diploma. The ACSF scores for units/qualifications are sourced directly from publications provided by training package owners (SSO/former ISC), otherwise they are calculated by the LLND Robot system.

LLND Robot uses a purpose built a diagnostic tool to determine the required ACSF/core skill levels of a unit of competency. The system uses a series of language analysis algorithms to scan the content of a unit of competency to identify trigger words and phrases and their associated values based on the training package, ACSF performance indicators and the AQF (certificate) level of the unit. This data is used to generate a training profile that reflects the core skills required to understand and perform the criteria outlined in the unit. LLND Robot, is an online system that combines ACSF testing, Program profiling and LLND Support into one easy to use package.

A link to complete the LLND is typically provided to the student before completing the Pre-Enrolment Interview Form. However, may be issued after holding the Pre-Enrolment Interview Form conversation with the student. Where this is the case, the student will be advised that enrolment into the program is dependent upon successful completion of the LLND assessment.

Training Manager shall retrieve the LLND Evaluation Results (part of the LLND Report) and save it in the prospective students' file. Training Manager shall analyses the LLND Robot Results and other LLND Evaluations to make one of the following general determinations:

1. prospective learner can undertake the course enrolment application process.
2. prospective learner may proceed with the enrolment application process with identified learner support arrangements documented within an LLND Support Form completed by the Training Manager.
3. prospective student shall be interviewed, and additional evaluation will be made.

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

4. prospective student can re-take the LLND evaluation again immediately.
5. prospective student will be referred to a third party or course to assist with their needs.
6. prospective student can undertake the evaluation again at some future time
7. prospective student is deemed not suitable to undertake this course but may be referred to a lower-level AQF course.

The Training Manager may discuss the LLND results together with other relevant pre-enrolment information and learner support requirements with the CEO and relevant staff members where required prior to making a final enrolment suitability decision.

The results of the LLND assessment are given to the student as soon as practicable after their LLND assessment is completed and results evaluated by the Training Manager. Students' individual results will be saved to their individual files.

Where a student's LLND level is identified as being lower than the specified requirements for the course, Princeton International College will implement appropriate learner support strategies documented within an LLND Support Form where required.

Where it is not possible to meet the students LLND needs, Princeton International College will offer the student the opportunity to change the course as per their capabilities or will provide the participant with a refund or a credit toward participating in a Princeton International College course at a later date.

8. LLND Assistance and Learner Support

Where a prospective student is identified as requiring additional learner support following review of the LLND assessment results, pre-enrolment interview outcomes or other relevant information, the Training Manager will complete an LLND Support Form outlining the identified learner support needs and recommended support strategies.

The LLND Support Form will be discussed with the student and relevant trainers where required to ensure appropriate learner support arrangements are implemented throughout the course.

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

Princeton International College provides a range of learner support options and resources to assist students in achieving competency and successfully participating in training and assessment activities. Support strategies may include, but are not limited to:

- language assistance
- additional tutoring or study support
- academic skills support
- increased learner monitoring and follow-up
- reasonable adjustments
- provision of additional learning resources
- referral to external support services where appropriate
- placement into a more suitable course or level where applicable
- ELICOS support arrangements where relevant
- digital literacy support
- learning and study strategies
- welfare or support referrals where required

The Training Manager will monitor and review the effectiveness of support arrangements in consultation with trainers, assessors and the student where required.

Follow-up discussions or learner support reviews may occur during the early stages of course participation, generally within the first 2 to 4 weeks of commencement, or earlier where concerns are identified.

Where additional or ongoing learner support needs are identified, the LLND Support Form may be updated and revised learner support strategies may be implemented where required.

Where student welfare concerns or broader support needs are identified, the matter may be referred to the Student Support Officer and/or CEO for further review and support arrangements where appropriate.

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

9. Roles and Responsibilities

Princeton International College ensures that responsibilities relating to LLND assessment, learner support, enrolment suitability and ongoing student support processes are clearly defined and implemented across all operational areas. Staff involved in LLND processes are responsible for ensuring that students are appropriately assessed, provided with suitable support where required and enrolled into courses that are suitable for their individual capabilities and support needs.

Position	Key Responsibilities
Chief Executive Officer (CEO)	Maintains overall responsibility for governance, compliance and oversight of LLND assessment and learner support processes. Ensures that enrolment suitability processes, learner support arrangements and student support practices are implemented in accordance with the ESOS Act, National Code 2018, Standards for RTOs 2025 and Princeton International College policies and procedures. Oversees compliance monitoring, continuous improvement and learner support governance processes.
Student Support Officer	Assists students throughout the LLND assessment and pre-enrolment process by providing information regarding LLND requirements, learner support services and enrolment documentation. Maintains communication with students where required and assists students to access available support services. Assists with maintaining LLND-related records and student support documentation within authorised institutional systems.
Training Manager	Reviews LLND assessment outcomes, pre-enrolment interview information and learner suitability requirements to determine whether students are academically suited for their chosen course. Identifies learner support requirements where applicable and completes the LLND Support Form where additional support needs are identified. Monitors implementation of learner

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

Position	Key Responsibilities
	support strategies and liaises with trainers and support staff regarding ongoing learner support requirements where required.
Trainers and Assessors	Monitor student participation, engagement and learning progress during training and assessment activities. Identify any emerging LLND concerns or learner support needs and escalate concerns to the Training Manager where required. Implement approved learner support strategies and reasonable adjustments in accordance with the LLND Support Form and Princeton International College procedures.
Administration Officer	Assists with document processing, record management and maintenance of LLND assessment records, learner support documentation and enrolment records within Wisenet and authorised institutional systems. Supports administrative processes relating to student records and document retention requirements where required.

10. Governance and Compliance

Princeton International College monitors LLND assessment, learner support and enrolment suitability processes as part of its governance, compliance and student support framework.

The CEO maintains overall responsibility for oversight of compliance with enrolment suitability, learner support and regulatory obligations.

LLND outcomes, learner support requirements, identified risks and support interventions are reviewed through management and governance processes and recorded within the Continuous Improvement Register where required.

11. Records Management

Princeton International College maintains accurate and secure records relating to LLND assessments, learner support requirements, Additional Support Plans and support interventions.

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

Records are maintained within Wisenet and authorised cloud-based institutional systems with access restricted to authorised personnel based on staff roles and responsibilities.

Records may include:

- LLND assessment results
- LLN Robot reports
- pre-enrolment interview records
- LLND Support Forms
- learner support records
- communication and meeting records
- reasonable adjustment documentation
- referral records where applicable

All information relating to participants gathered during needs identification, training and evaluation will be stored securely in the student academic file and remain confidential.

All records are retained in accordance with the Records Management Policy and Procedure and applicable regulatory requirements.

12. Continuous Improvement

Princeton International College reviews LLND assessment and learner support processes as part of its continuous improvement, governance and quality assurance framework.

Feedback, learner outcomes, support effectiveness, trainer feedback and identified risks are monitored to identify opportunities for improvement.

Issues, corrective actions and improvement opportunities are recorded within the Continuous Improvement Register and monitored through management and governance processes under the oversight of the CEO.