POLICY AND PROCEDURE

Language, Literacy, and Numeracy (LL&N) (incorproating Digital Literacy)		
Version 1.0	Issued on **01/07/2025**	Review by **01/07/2026**
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Approval and Endorsement	Principal Executive Officer - khalid.h@aiit.vic.edu.au	
Refer to the following Legislative Frameworks		
National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025	**Quality Area 1: Division 1 - Training** (Standard 1.1 and Standard 1.2) **Quality Area 1: Division 2 - Assessment** (Standard 1.3, Standard 1.4, Standard 1.5, Standard 1.6, Standard 1.7 and Standard 1.8) **Quality Area 1: Division 5 - Feedback, complaints and appeals** (Standard 2.7) **Quality Area 2: Division 1 - Information** (Standard 2.2) **Quality Area 2: Division 2 - Training support** (Standard 2.3 and Standard 2.4) **Quality Area 3: Division 2 - Trainer and assessor competencies** (Standard 3.2 and Standard 3.3)	
National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025	**Division 2 - Integrity of Nationally Recognised Training Products** (14. Transition of training products)	
National Code of Practice for Providers of Education and Training to Overseas Students 2018	Standard 2, Standard 6	
Other Applicable Legislation	Disability Discrimination Act 1992 Disability Standards for Education 2005 Equal Opportunity Act 2010 Privacy Act 1988 Victorian Equal Opportunity Act 1995	
Related Documents and/or Supporting Resources (Internal)		

Australian International Institute of Technology Pre-Enrolment Information Fact Sheets
Australian International Institute of Technology Program Guide
Australian International Institute of Technology Employee Handbook (Undertaking Assessment)
Australian International Institute of Technology Student Handbook
Australian International Institute of Technology Student Written Agreement
Form: Intervention
Form: Student Consultation Record
Form: Student at Risk
Language, Literacy, and Numeracy (LL&N) Diagnostics (Test Bank)
Pre-Training Review (PTR)
Policy and Procedure: Assessment
Policy and Procedure: Equity, Diversity and Inclusion
Policy and Procedure: Privacy
Policy and Procedure: Reasonable Adjustments

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| Policy and Procedure: Recognition of Prior Learning (RPL) |
| Policy and Procedure: Student Support and Wellbeing Services |
| Policy and Procedure: Training and Assessment Strategies and Practices |
| Policy and Procedure: Validation of Assessment Judgements and Practices |
| Policy and Procedure: Work-Integrated Learning Work Placements and Community-Based Learning |
| Policy and Procedure: Work Placement, Work Based Learning and Work Based Training |
| Recognition of Prior Learning Skills Recognition Kits as per registered scope |
| Training and Assessment Strategy (TAS) and Practices documents as per registered scope |
| Trainer and Assessor Report (Template) |
| Register (Validation of Assessment Practices and Judgements) [Corrective Actions | Schedule] |
| Validation of Assessment Judgements and Practices Mapping Tool (Checklist) |
| Validation of Assessment Practices and Judgements Schedule and Action Plan (5 Year Cyclic Schedule |

Related Documents and/or Supporting Resources (Internal)
ASQA Fact Sheet - Providing quality training and assessment services to students with disabilities Oxford Placement Test (OPT) Getting Started Tutorial (Guide)

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1. **Purpose**

Australian International Institute of Technology is committed to the provision of high-quality vocational education and training to all students and is committed to providing any reasonable support necessary to help students with Language, Literacy, and Numeracy (LL&N) and Digital Literacy difficulties to complete their course.

Australian International Institute of Technology has in place both pre and post enrolment mechanisms to determine whether a student's Language, Literacy, and Numeracy (LL&N) level and Digital Literacy currency meets the course pre-requisite and entry-requirements.

The mechanisms will aim to assist prospective students make informed decisions about whether Australian International Institute of Technology courses are suited to their needs and when identified are offered support.

The purpose of this policy, procedure and process is to establish guidelines to:

- Prior to enrolment, making into account the requirements, the skills and competencies of prospective VET students;
- Identify students in need of language, literacy and numeracy proficiency and digital literacy support;
- Establish employee guidelines to assist students with Language, Literacy and Numeracy (LL&N) needs;
- To ensure that all employees are aware of their responsibilities supporting Students requiring Language, Literacy, and Numeracy (LL&N) and Digital Literacy support.

2. **Scope**

This policy and procedure are applied to all Australian International Institute of Technology's current and future students and is communicated to them at the enquiry, course application, pre-enrolment, admission and enrolment stage.

The key information relating to this procedure forms part of the "*Student Handbook*" and the Australian International Institute of Technology Corporate website.

The Language, Literacy, and Numeracy (LL&N) policy and procedure is relevant to employees involved in marketing, recruitment, admission and enrolment and Academic employees including Trainers and/or Assessor's involved in the development, delivery of training and assessment, and the review of training products and training materials.

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3. Definitions

Assessment - the process of gathering and judging evidence to decide whether a person has achieved a standard or objective.

Digital Literacy - encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems.

LL&N - Language, Literacy, and Numeracy. Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of contexts and the integration of speaking, listening, and critical thinking with reading and writing. LL&N includes numeracy, such as recognition and use of numbers and basic mathematical signs and symbols within text.

PTR - A Pre-Training Review (PTR) is a process used to assess a student's existing knowledge, skills, and abilities before starting a training program.

PTE - Pearson Test of English is an internationally recognized computer-based English language test designed to assess English proficiency.

4. General Guidelines and Process

1. Prospective students undertake the language, literacy, and numeracy (LL&N) diagnostic before course commencement. These diagnostic tests are conducted and assessed by a qualified assessor or an endorsed digital provider. Diagnostic test results are saved and archived in the relevant secure digital and physical repository.

2. The Assessor will identify and highlight students identified with language, literacy, and numeracy (LL&N) support needs to the trainers and assessors.

3. Trainers and Assessors will discuss with the Academic Manager strategies to assist the students with language, literacy, and numeracy (LL&N) needs.

4. Appropriate and relevant support will be provided to the student, based on feedback from the Academic Manager. Trainers and Assessors can make reasonable adjustments to the assessments for the student (if applicable). Such adjustments must be approved by the Academic Manager after review and validation of assessment practices and judgements.

5. Documentary evidence of all services provided and communication with the students are maintained and kept confidential in accordance with the "*Privacy policy and procedure*".

6. Students, who are identified as requiring numeracy support, are provided with a support program, access to numeracy development resources and tools and a trainer is nominated to support the student throughout the implemented program.

7. Adjustment to assessments, with language, literacy, and numeracy (LL&N) considerations:

   - There are several ways that may make reasonable adjustments to the assessment process and procedure to accommodate students' language, literacy, and numeracy (LL&N) needs without losing the integrity of the assessments. Any adjustments are made under guidance from the relevant Training Package, the "*Assessment Policy and Procedure"* and *"Reasonable Adjustment Policy and Procedure".*
   - Australian International Institute of Technology's entry requirements specify minimum educational standards to be met. It is unlikely that students will have difficulties with actual reading and writing. The language, literacy, and numeracy (LL&N) diagnostics are intended to assess their levels of capabilities and to recommend actions that will facilitate improvements in some of these skills.
   - Depending on the specific types of assessment, not all adjustments are possible, appropriate, or permissible. For example, allowing the use of an interpreter where an assessment specifically requires demonstration of English communication skills would invalidate that assessment.

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- Should a learner return a low score from the language, literacy, and numeracy (LL&N) diagnostic, an appropriate intervention strategy will be designed, and assessments reasonably adjusted. A further language, literacy, and numeracy (LL&N) diagnostic will be conducted in three or four weeks after course commencement (but not later), to ensure that the learner has achieved reasonable progress in their language, literacy, and numeracy (LL&N) skills. If the second language, literacy, and numeracy (LL&N) Diagnostic revealed residual concerns, the student should attend a formal course progress intervention meeting to decide appropriate actions.

8. Where it is not possible to meet the student's language, literacy, and numeracy (LL&N) needs, Australian International Institute of Technology will refer the student to a professional organization specializing in language, literacy, and numeracy (LL&N) for further assistance.

5. **Pre - enrolment Language, Literacy and Numeracy (LL&N) Overview**

Prospective Australian International Institute of Technology Students, as a pre-requisite admission and entry requirement, are required to complete a "*Pre-Training Review (PTR)*", a "*Language, Literacy and Numeracy (LL&N) Diagnostic*" and a "*Digital Literacy Assessment*" before admission to ensure the student's suitability for the course they are enrolling in which further aims to ensure they have the best chance of success and the training will meet the learning and employment outcomes the student expects.

Prior to enrolment requires that all students must demonstrate that they have the language, literacy, and numeracy (LL&N) skills sufficient to meet the selected course requirements. Where a student's language, literacy, and numeracy (LL&N) level is identified as being lower than the specified requirements for the course, Australian International Institute of Technology will:

- Provide advice and information about alternative program choices; or,
- Offer the student language, literacy, and numeracy (LL&N) assistance or digital literacy guidance (refer below for examples of assistance offered)

Australian International Institute of Technology also reserves the right to refuse a student's enrolment based upon the fact that the student is "***not capable***" of successfully completing the course, as this is in the student's best interest.

Ultimately, it is the choice of participants as to whether to proceed with the enrolment and accept any conditional offer proposed.

6. **Post - Enrolment Language, Literacy and Numeracy (LL&N) Overview**

Australian International Institute of Technology Trainers and Assessors are to ensure that they monitor student assessment submissions for any language, literacy, and numeracy (LL&N) issues.

Where a trainer and/or assessor identifies language, literacy, and numeracy (LL&N) gaps that will significantly impact upon the student's ability to complete the course, the trainer is to notify the Academic Manager to discuss the required support that can be provided to the student.

The range of support options available can include, but not limited to:

- Providing student with additional time to complete assessment tasks;
- Meeting with the student to discuss support strategies that the student could employ to improve their language, literacy and/or numeracy skills;
- Language, literacy, and numeracy (LL&N) specialist sitting in on class to assist the trainer and/or assessor in helping student with LL&N challenges;
- For students of non-English speaking backgrounds, the option of enrolling into a third-party ELICOS or EAL course can be suggested. This may incur an additional fee and all affected students will be contacted prior for their consideration and approval;
- Students may also be referred to an external language, literacy, and numeracy (LL&N) expert;

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- Additional support may occur on a fee for service basis, if required, and this is assessed on a case-by-case basis.

There are a number of ways that Australian International Institute of Technology may make reasonable adjustments to the delivery of training and assessment to allow for the language, literacy, and numeracy (LL&N) skills of students without losing the integrity component of the assessment process.

Any adjustments are made under guidance from the relevant *"Industry Skills Council (ISC)"*. These can include, but are not limited to:

- Writing material in plain English;
- Providing audio-recorded material for students who have difficulty reading;
- Reading aloud written material to students;
- Allowing the assistance of a writer for students who cannot write;
- Using signs, pictures, and graphics.

Depending on the specific types of assessment, not all above adjustments are possible, appropriate, or permissible. Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, Australian International Institute of Technology may direct participants to a literacy specialist.

A Commonwealth Government support service that may be further considered is "*The Reading Writing Hotline"*.

The "*Reading Writing Hotline*" can be contacted via "***1300 6 555 06", "0407 911 894***" or online via https://www.readingwritinghotline.edu.au/.

If a student or potential student "***makes a complaint*** *"* to the "*Australian Human Rights Commission* "about any aspect of their involvement with Australian International Institute of Technology, the "***burden of proof lies with us to prove that we did not discriminate***".

Finally, the personal information and confidentiality of students who require additional support or wellbeing services are in accordance with Australian International Institute of Technology's *"Privacy policy and procedure".*

7. Legislative Requirements

7.1 Disability Standards for Education 2005

The "*Disability Discrimination Act (DDA*)" makes it unlawful to discriminate against a person on the grounds of disability. Section 22 of the "*Disability Discrimination Act"* contains specific requirements for educational authorities and providers. Discrimination in this sense refers to people with disability being treated less fairly than people without.

The Act also covers people who may be treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability.

All education providers, including Australian International Institute of Technology, have responsibilities under the "*Disability Discrimination Act".*

These standards outline the legal obligations of education providers and articulate how responsibilities under the "*Disability Discrimination Act"* should be implemented within education settings. The definition of disability under the "*Disability Discrimination Act"* is intentionally broad. It includes:

- Physical disabilities;
- Intellectual disabilities;
- Psychiatric disabilities;
- Sensory disabilities;
- Neurological disabilities;
- Learning disabilities;

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- Physical disfigurement.

Australian International Institute of Technology has obligations "*under the Education Standards*" at all stages of the education process.

This includes obligations in relation to admission, enrolment, participation, curriculum development, accreditation, and delivery of training and assessment, as well as student support and wellbeing services.

Examples of how Australian International Institute of Technology can meet these obligations include, but is not limited to:

- If we are planning a new course or developing teaching materials, we must consider the potential needs of students with disability and ways we may be able to incorporate "***adjustments***" or "***alternative***" delivery of training and assessment strategies.
- When a person is enrolling or trying to enroll in a Vocational Education and Training (VET) course, we must ensure the person can enroll on the same basis as other students. For example, they may need to access course information in alternative formats to make an informed decision about their study option.
- When a student is studying a course, they should have the same opportunities as other students to participate in the course and to use all relevant services and facilities, on the same basis as everyone else. This may mean making reasonable adjustments.
- Students with disability "***may not be expelled, cancelled or removed***" from a course because of their disability. If a student believes that the reason for expulsion is related to their disability, they may have grounds for a complaint.
- The Education Standards also apply at course completion in that all students with a disability who have met the course requirements must receive the same recognition as students without disability

7.2 **National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025.**

Under the "*National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025*", Australian International Institute of Technology needs to determine the support needs of students and provide access to educational and support services as necessary, so that students can meet the requirements of the course they are enrolled in.

The key "*quality areas*" that are relevant to Australian International Institute of Technology providing academic, student, support and wellbeing services to students with a disability include, but are not limited to:

- **Quality Area 1: Division 1 - Training** (Standard 1.1 and Standard 1.2),
- **Quality Area 1: Division 2 - Assessment** (Standard 1.3, Standard 1.4, Standard 1.5, Standard 1.6, Standard 1.7 and Standard 1.8),
- **Quality Area 1: Division 5 - Feedback, complaints and appeals** (Standard 2.7),
- **Quality Area 2: Division 1 - Information** (Standard 2.2),
- **Quality Area 2: Division 2 - Training support** (Standard 2.3 and Standard 2.4).

8. **Responsibility**

Trainers and/or Assessors are responsible for:

- Implement strategies to address language, literacy, and numeracy (LL&N) issues or concerns identified to assist students with their learning;
- Ensures that language, literacy, and numeracy (LL&N) issues are considered during development of training courses and assessment tools;
- Fosters links with professional organizations for the referral of students with language, literacy, and numeracy (LL&N) or Digital Literacy issues.

The Academic Manager is responsible for the effective implementation and management of this policy as well as provision of information on how to resolve complaints of breaches of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer (CEO) in person or by email to ceo@aiit.vic.edu.au.

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9. References

Source	Document Title	Version - Date
External	Digital Literacy Self Assessment https://accellier.edu.au/digital-literacy-quiz/	(Accessed 01/07/2025)
	ASQA's Guide to Developing Assessment Tools	PDF
	AUSLAN Sign Bank http://www.auslan.org.au/	(Accessed 01/07/2025)
	Australian Core Skills Framework (ACSF) https://www.employment.gov.au/australian-core-skills-framework	(Accessed 01/07/2025)
	Australian Human Rights Commission https://www.humanrights.gov.au/	(Accessed 01/07/2025)
	Core Skills Profile for Adults (CSPA) https://www.acer.org/au/cspa https://oars.acer.edu.au/atlantis-college-of-management	(Accessed 01/07/2025)
	Disability Discrimination Act 1992	1992
	Disability Standards for Education 2005	2005
	National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025 https://www.legislation.gov.au/F2025L00354/asmade/text	(Accessed 01/07/2025)
	National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025 https://www.legislation.gov.au/F2025L00355/asmade/text	(Accessed 01/07/2025)
	NCVER Glossary of VET https://www.voced.edu.au/vet-knowledge-bank-glossary-vet	(Accessed 01/07/2025)
	Oxford Placement Test (Getting Started Tutorial) https://www.oxfordenglishtesting.com/oaslms/login.aspx	PDF
	Providing Reasonable Adjustment	Fact Sheet
	Reading Writing Hotline https://www.readingwritinghotline.edu.au/	(Accessed 01/07/2025)
	Translating and Interpreting Service (TIS National) https://www.tisnational.gov.au/	(Accessed 01/07/2025)
	Victorian Equal Opportunity Act 1995	1995
	Victorian Interpreters and translation guides https://www.vic.gov.au/interpreters-and-translation-guides	(Accessed 01/07/2025)

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