

LANGUAGE, LITERACY, NUMERACY & DIGITAL (LLND) / FOUNDATION SKILLS POLICY



Pegasus International College recognises that Language, Literacy, Numeracy and Digital (LLND) skills—collectively referred to as *Foundation Skills*—are essential for learners to effectively participate in training and assessment and to achieve competency outcomes.

The purpose of this policy is to ensure that:

- LLND support needs are identified prior to, or at the commencement of training;
- Learners are supported in an inclusive and equitable manner, consistent with the intent of the RTO Standards 2025;
- LLND support enables participation and progression without lowering assessment standards;
- Decisions relating to LLND support are documented, monitored, and reviewed as part of the College's quality and continuous improvement framework.

1. SCOPE

This policy applies to:

- All prospective and enrolled learners across all nationally recognised training products delivered by Pegasus International College;
- All delivery modes, including live online delivery, blended delivery, and any future approved modes;

2. DEFINITIONS

- **LLND / Foundation Skills:** Language, Literacy, Numeracy and Digital skills required to engage with training, assessment, and workplace contexts.
- **ACSF:** Australian Core Skills Framework, used to describe and benchmark learner foundation skills.
- **LLND Assessment:** A screening or diagnostic activity used to identify potential LLND support needs (e.g. LLN Robot or equivalent tool).
- **LLND Support Plan:** An internal, student-specific record outlining identified LLND needs, planned supports, and monitoring arrangements.
- **Reasonable Adjustment:** Modifications to the way training or assessment is delivered that maintain the integrity of the competency standards.

3. POLICY PRINCIPLES

Pegasus International College is guided by the following principles:

- **Access and equity:** Learners are not excluded solely on the basis of LLND assessment results where reasonable support can enable successful participation.
- **Holistic suitability:** LLND assessment results are considered alongside other factors such as prior experience, study history, availability, and motivation.
- **Proportionate support:** LLND support is matched to the learner's profile and the demands of the training product.
- **Integrity of assessment:** LLND support and reasonable adjustment must not compromise competency standards or assessment outcomes.

- **Consistency and transparency:** LLND processes are standardised, documented, and applied consistently across learners.

4. ROLES AND RESPONSIBILITIES

Academic Manager

- Oversees implementation of this policy;
- Ensures LLND assessment and support processes are applied consistently;
- Reviews and approves LLND Support Plans where required;
- Monitors emerging risks and ensures appropriate escalation.

Student Administration / Support Staff

- Coordinate completion of LLND screening as part of enrolment;
- Maintain LLND records within student files;
- Prepare LLND Support Plans for academic oversight.

Trainers and Assessors

- Embed foundation skill inclusive practices within delivery and assessment;
- Provide standard academic guidance and feedback;
- Participate in scheduled academic check-ins where required;
- Notify the Academic Manager where learners show signs of disengagement or ongoing difficulty.

Learners

- Participate in LLND screening activities;
- Engage with support strategies made available;
- Communicate with trainers or support staff where additional assistance is required.

5. IDENTIFICATION OF LLND SUPPORT NEEDS

LLND support needs are identified using multiple sources of evidence, including:

- Information provided during pre-enrolment and enrolment;
- Completion of an LLND screening or assessment tool;
- Early indicators during training such as attendance, participation, and initial assessment performance.

LLND assessments are used to identify support needs, not as automatic exclusion criteria.

6. SUITABILITY AND ENROLMENT DECISIONS

Suitability decisions are made holistically. Where LLND assessment results indicate potential support needs, the College will make a suitability determination as to whether the learner can reasonably achieve the training outcomes with appropriate support in place.

Where support is required:

- An LLND Support Plan is established prior to or at commencement;
- Monitoring intensity is set proportionate to the level of identified need;
- Enrolment may proceed where identified LLND support needs can be reasonably addressed through available academic and support mechanisms.

7. LLND SUPPORT PLANNING

An LLND Support Plan is developed for learners where screening indicates additional support needs.

The Support Plan:

- Is an internal document retained on the learner file;
- Records LLND assessment outcomes and the primary support focus;
- Identifies embedded supports and any specific resources (e.g. numeracy supplement);
- Defines monitoring and review arrangements.

Learners are informed of the support available to them. A full copy of the internal LLND Support Plan is not routinely provided unless requested by the learner or required for a formal reasonable adjustment process.

8. LLND SUPPORT STRATEGIES

LLND support is primarily provided through embedded delivery practices, which may include:

- Clear instructions, structured templates, examples, and assessment guidance;
- Support with academic writing, calculations, and interpretation of technical information;
- Guidance on use of the LMS, software, and digital tools;
- Targeted resources or supplements generated through LLND screening tools;
- Scheduled academic check-ins and additional guidance where required.

Support resources and supplements are provided as learning support, not as assessment requirements and do not contribute directly to competency decisions.

9. MONITORING AND REVIEW

Learner progress is monitored as part of normal academic oversight.

For learners with identified LLND support needs:

- An initial review occurs early in the course (typically within the first 4–6 weeks);
- Ongoing monitoring occurs at regular intervals, proportionate to the level of need;
- Support strategies may be adjusted if progress concerns emerge.

Where a learner is at risk of non-progression, additional intervention may be initiated in line with the Student Support Services Policy and Assessment Submission and Reassessment policies.

10. RECORDS AND EVIDENCE

The College maintains appropriate records, which may include:

- LLND assessment completion records and reports;
- LLND Support Plans;
- Case notes or check-in records;
- Records of referrals or escalations where applicable.

11. CONFIDENTIALITY AND PRIVACY

LLND information is treated as confidential and stored securely. Access is limited to staff who require the information to provide support or meet compliance obligations, in accordance with the Privacy Policy.

12. STAFF CAPABILITY AND CONTINUOUS IMPROVEMENT

Pegasus International College ensures that trainers and assessors receive guidance and professional development to support inclusive delivery and appropriate LLND practices.

LLND processes are reviewed as part of the College's continuous improvement framework, informed by learner outcomes, staff feedback, and audit findings.

13. POLICY REVIEW

This policy is reviewed at least annually, or earlier where regulatory requirements or organisational practices change.