

# 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.

Policy Name	Language, Literacy, Numeracy & Digital (LLND) / Foundation Skills Policy
RTO Name	Pegasus International College
RTO Code	46222
Standard	Standards for RTOs 2025 – Standards 2.1, 2.2, 2.3, 2.5, 2.6, 4.2, 4.3, 4.4
Version	V2
Effective Date	August 2025
Review Date	August 2026
Policy Owner	CEO

## 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. SOFTWARE

- LLN Robot (LLND screening at pre-enrolment and enrolment)

## 3. RESPONSIBILITIES

### CEO

- Approves this policy and oversees its implementation across the College.
- Ensures appropriate resources are made available to support inclusive LLND practices.
- Ensures compliance with the Standards for RTOs 2025 and associated legislation.

## 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.

## 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.

## Administration / Student Support Staff

- Coordinate completion of LLND screening as part of enrolment.
- Maintain LLND records within student files and the Student Management System.
- Prepare LLND Support Plans for academic oversight and review.
- Facilitate communication between learners, trainers and academic staff.

## Learners

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

## 4. 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.

## 5. GENERAL 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.

- **Confidentiality** – LLND information is treated as confidential and accessed only by authorised personnel, in accordance with our Privacy Protection Policy.
- **Continuous improvement** – LLND practices are reviewed regularly and refined based on learner outcomes, staff feedback and audit findings.

## 6. 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.

## 7. 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.

## 8. 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 and are provided with a copy of their LLND Support Plan once it has been finalised. Internal case notes, trainer observations and ongoing monitoring records are retained on the learner file for academic and quality purposes and are not routinely shared.

## 9. LLND SUPPORT STRATEGIES

LLND support at Pegasus International College operates on two layers: inclusive practices embedded into all delivery, and targeted supports activated for learners with identified LLND needs through their Support Plan.

**Inclusive practices embedded across all delivery include:**

- Clear instructions, structured templates, examples, and assessment guidance;
- Plain-language explanations of technical concepts and assessment requirements;
- Guidance on use of the LMS, Microsoft Teams, software and digital tools.

**Targeted supports activated for learners with an LLND Support Plan include:**

- One-on-one academic guidance with the trainer on writing, calculations, and interpretation of technical information;

- Targeted resources or supplements generated through the LLND screening tool (LLN Robot), matched to the learner's identified gaps;
- Scheduled academic check-ins at intervals proportionate to the level of identified need;
- Adjustments to delivery pace or sequencing where reasonable and appropriate;
- Referral to additional support strategies in line with the Reasonable Adjustment Procedure where required.

Targeted supports are reviewed and adjusted through the monitoring process described in this policy.

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

## 10. MONITORING AND REVIEW

Learner progress is monitored as part of normal academic oversight. For learners with an LLND support plan:

- **Initial check-in:** where ongoing monitoring is required, an initial check-in is conducted with the learner within the first month of commencement.
- **Ongoing check-ins:** ongoing check-ins are scheduled with the learner where required and for as long as necessary, with the focus and frequency based on the level of support required.
- **Adjustment of support:** where progress concerns emerge, the trainer escalates to the Academic Manager, who may adjust support strategies or initiate further intervention in line with the Student Support Services Policy.

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.

## 11. 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.

## 12. 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.

## 13. STAFF CAPABILITY

Pegasus International College supports trainers, assessors and support staff to deliver inclusive practice for learners with LLND support needs. New trainers are briefed on the College's LLND identification and support processes as part of their onboarding. Trainers have access to LLN Robot screening outputs and Support Plans for the learners they teach.

## 14. LEGISLATIVE AND STANDARDS COMPLIANCE

This policy aligns with the following:

### Standards for RTOs 2025

#### Outcome Standards

- **Standard 2.1** – VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.
- **Standard 2.2** – VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.
- **Standard 2.3** – VET students have reasonable access to training support services, teachers, Trainers & Assessors and other staff to support their progress through the training product.
- **Standard 2.5** – The learning environment promotes and supports the diversity of VET students.
- **Standard 2.6** – The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.
- **Standard 4.2** – Roles and responsibilities of NVR registered training organisation staff and third parties are clearly defined and understood.
- **Standard 4.3** – Risks to VET students, staff and the RTO are identified and managed.
- **Standard 4.4** – An NVR registered training organisation undertakes systematic monitoring and evaluation of the organisation to support quality delivery and the continuous improvement of services.

Failure to comply with this policy can have serious consequences, including but not limited to:

- **For the RTO** – non-compliance can result in adverse audit findings, regulatory enforcement, loss of accreditation, and reputational damage.
- **For Staff Members** – staff found to have knowingly or negligently failed to comply with this policy and any associated legislative or regulatory requirements may face disciplinary actions.
- **For learners and clients** – non-compliance can result in unmet support needs, a poor and frustrating learning experience, and adversely affect the outcomes of their training program.

## 15. CONTINUOUS IMPROVEMENT

- Feedback from staff, learners, clients and industry stakeholders will be used to inform improvements to LLND practices and the effectiveness of our support arrangements.
- An internal audit is to be conducted at least once per year to assess our compliance with this policy and the relevant legislative and regulatory requirements. The audit schedule is outlined in our Continuous Improvement Schedule and areas for improvement are documented in our Continuous Improvement Register.
- A review of this policy is to be conducted at least once a year to ensure ongoing alignment with regulatory requirements and operational needs.
- Internal audit review questions for self-assurance purposes should include:
  - How do you identify learners' foundation skill support needs prior to or at the commencement of training?
  - How do you ensure that LLND support is proportionate, documented and monitored?
  - How do you maintain the integrity of assessment while providing reasonable adjustment?
  - How are the outcomes of LLND screening and support used to continuously improve our services?

## 16. RELATED DOCUMENTS

- LLND Assessment Tool (e.g. LLN Robot) – Reports and Outputs
- LLND Support Plan Template
- Continuous Improvement Register
- Continuous Improvement Schedule
- Student Support Services Policy
- Privacy Protection Policy
- Feedback, Complaints & Appeals Policy
- Student Handbook