

PP2.3 – language, literacy, numeracy and digital proficiency assessment

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.2, VET students are advised, prior to enrolment, about the suitability of the training product for them, considering their skills and competencies.
Responsibility	CEO, Student Support Officer, Training Manager
Classification	Internal Only

1. Purpose

The purpose of this policy and procedure is to:

- Ensure prospective students are provided with accurate and accessible information about the language, literacy, numeracy and digital proficiency needed to successfully participate in a training product.
- Support arrangements to assess a student's language, literacy, numeracy and digital proficiency prior to enrolment to ensure they have the necessary skills to undertake the intended training.
- Protect student wellbeing by minimising the risk of students unknowingly participating in training that is unsuitable for them.
- Support arrangements to advise students prior to enrolment, about the suitability of the training product for them, considering their assessed skills.
- Support arrangements to provide students access to suitable support services where language, literacy, numeracy and digital proficiency support needs are identified and are within the capability of Blue Cross First Aid Institute to deliver.

2. Definitions

AQF means the Australian Qualification Framework.

Core skills mean the skills identified within the Australian Core Skills Framework (ACSF) which identifies five core skills of:

- Learning

- Reading
- Writing
- Oral Communication
- Numeracy

These skills are essential for individuals to participate effectively in our society. They are inextricably interwoven into all parts of our lives, being directly or indirectly linked to the physical, social and economic wellbeing of individuals, workplace productivity and safety, community interaction and capacity, and ultimately to Australia's economic and community wellbeing¹.

Digital literacy means the physical operations of digital devices and the software operations in those devices. It incorporates the ability to search and navigate, create, communicate and collaborate, think critically, analyse information, and address safety and wellbeing using a variety of digital technologies. These skills are essential for individuals to participate effectively in today's society. Digital literacy skills exist on a continuum with varying degrees of competency required depending on the context (personal and community; workplace and employment; education and training) within which the skills are applied. As the digital world is rapidly changing, as physical devices and software are adapted to meet new possibilities and demands, individuals' skills will change and adapt and as a consequence, what it means to be 'digitally literate' will also change over time².

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

Short course means a low cost, short duration with a small number of units of competency usually conducted over 1-5 days. These courses usually relate to specific skills required in the workplace or required due to licencing or certification requirements.

Long course means a course designed to prepare the student to perform a vocational occupation such as a full qualification or a substantial course made up of multiple units of competency. These courses are usually delivered over many weeks or years.

3. Policy statement

3.1 The need for language, literacy, numeracy and digital proficiency assessment

Core skills and digital proficiency are critical to almost all areas of work. This is particularly true in many vocations where these skills influence the performance of workplace tasks such as

¹ Australian Core Skills Framework, 2012 DEWR

² DRAFT Digital Literacy Skills Framework APRIL 2020, DEWR

PP2.3 – language, literacy, numeracy and digital proficiency assessment

comprehending written work instructions, producing written documents and using technology. The ACSF describes each of the five core skills of learning, reading, writing, oral communication and numeracy. The Australian Digital Capability Framework describes the skills and competencies needed to use digital technologies to achieve personal goals, enhance employability skills and support education and training. The Staff not familiar with these two important frameworks that underpin this policy are recommended to study the information available at the following sites:

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

<https://www.dewr.gov.au/skills-reform/resources/australian-digital-capability-framework>

Australian Digital Capability Framework

Research has indicated that many adult students do not have the language, literacy, and numeracy proficiency and digital literacy skills they need to effectively participate in vocational education and training. Our increased understanding of core skills and digital proficiency such as communication in the workplace highlights the need for language, literacy, numeracy and digital proficiency assessment.

3.2 Who requires language, literacy, numeracy and digital proficiency (LLND) assessment

Short Course

All students are required to complete an initial core skills assessment which is included in the Enrolment Form. The initial core skills assessment will be used to identify students who do not have the required core skills and competencies for the short course they are enrolling in, or who require additional supports. Students enrolling into a short course will generally not be required to complete the full language, literacy, numeracy and digital proficiency assessment and instead, if support requirements are identified from the initial core skills assessment these will be further explored with the student using the LLND interview process followed by a support plan being put in place.

Long Course

There may be valid situations where language, literacy, numeracy and digital proficiency assessment is not required where the student has completed a certain level of education or has demonstrated their ability to study through their prior education and training. The following guidelines are provided in determining which students applying for enrolment in a full qualification must complete a mandatory LLND assessment:

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- If the student has completed their Higher School Certificate (Y12 / HSC), LLND assessment is not required, unless a risk is identified in the initial core skills assessment completed by the student as part of the Enrolment Form.
- If the student has completed a nationally recognised training product in Australia at least to the AQF level, or one AQF level below the qualification being enrolled in, LLN Assessment is not required, unless a risk is identified in the initial core skills assessment completed by the student as part of the Enrolment Form.
- All students that do not satisfy the above criteria, must complete the LLN assessment as part of their enrolment in addition to the initial core skills assessment completed by the student as part of the Enrolment Form.

3.3 Providing students with accurate and accessible information about the LLND proficiency requirements prior to enrolling

Blue Cross First Aid Institute has an obligation to ensure prospective students are provided with accurate and accessible information about the LLND proficiency needed to successfully participate in a training product prior to their enrolment. Blue Cross First Aid Institute will ensure that this information is communicated as part of our pre enrolment information process. This may be presented within advertising and marketing materials or within course information that is presented to the student prior to enrolment. This may also be conducted through the enrolment interview process. Please refer to the following policy and procedure that will support this requirement: *PP2.2-Enrolment* and *PP2.1-Advertising and Marketing*.

3.4 Responding to a student with minor LLND support requirements

Where a student is identified through LLND assessment that their assessed level is not at the level required to undertake the planned training, the Student Support Officer should consider if the difference between the student's assessed level and the required course level is satisfactory to warrant a LLND support plan. In general terms, LLND assessment is not intended to be a barrier to entry for undertaking training. Its primary purpose is to identify areas where the student needs support so that these support arrangements can be put in place. It is only where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage that a support plan should not be considered.

Prior to developing a support plan, the Student Support Officer should review the LLND assessment results and sit down with the student for interview to gather more information about the student's background and possible support requirements. This interview is to be conducted using the form - *LLND Interview Guide*. Once the student support officer has all of the information they need, they

PP2.3 – language, literacy, numeracy and digital proficiency assessment

are to develop and record a LLND support plan using the form - *LLND Support Plan*. This support plan is to identify the strategies that are to be implemented to support the student during their training. The plan is to be shared with the student and a copy is to be provided to the relevant trainer. Follow up progress meetings are to be scheduled with the student to monitor their progress. The student support plan should be securely saved on the student's record within the Student Management System.

3.5 Responding to a student with significant LLND support requirements

An important component of the LLND assessment process is to proactively identify students that do not hold sufficient LLND skills to undertake the planned training. It is the obligation of Blue Cross First Aid Institute to minimise the risk of students unknowingly participating in training that is unsuitable for them. To do so could potentially put at risk the student's wellbeing. Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage a support plan should not be considered.

When determining "significant" as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, Blue Cross First Aid Institute should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment. Please refer to *PP2.4-Student Support and Wellbeing* for relevant support services.

4. Considerations

4.1 Guidance to upskill the student between the different LLND levels

The information contained within this section are strategies to assist the student to improve their core skills. These strategies are described by level for the following core skills:

- Learning – See section 4.2
- Reading – See section 4.3
- Writing – See section 4.4
- Oral Communication – See section 4.5
- Numeracy – See section 4.6

- Digital Literacy – See section 4.7

These strategies may be implemented by Trainers when developing a LLND support plan. They describe the support strategies that can be applied to support a student improve their skills from one level to another. Based on the outcomes of the LLND assessment, where the student is identified as needing support, these strategies should be used to create the student support plan. It is not expected that all strategies from each level would be necessary. The Student Support Officer is to utilise their training to select and tailor the strategies and support plan for the student's needs.

4.2 Learning

Strategies to support progress in a student's Learning core skills from level 1 to level 2

- Provide structured guidance – Implement step-by-step instructions combined with clear expectations to foster students' confidence in their learning journey.
- Encourage self-reflection – Introduce simple reflective exercises, such as asking, "What did I learn today?", to promote awareness of their learning processes.
- Utilise visual aids and checklists – Use visual representations, flowcharts, and checklists to assist students in managing tasks independently.
- Set small, achievable goals – Decompose learning tasks into manageable steps to support sustained progress.
- Offer repetitive practice – Reinforce skills through frequent exposure and structured practice across diverse contexts.
- Utilise a buddy system – Pair students with peer mentors for additional support and encouragement.
- Introduce simple problem-solving – Prompt students to think independently about how to address challenges instead of relying solely on instructor guidance.
- Provide positive reinforcement – Use verbal praise and small rewards to enhance confidence and motivation in their studies.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Encourage basic independence – Gradually diminish direct instruction, empowering students to attempt tasks independently with minimal guidance.

Strategies to support progress in a student's Learning core skills from level 2 to level 3

- Encourage goal setting and self-monitoring – Guide students in establishing their learning goals and tracking progress through self-assessment tools (e.g., learning journals, progress checklists).
- Promote problem-solving skills – Incorporate activities that challenge students to think critically, make decisions, and independently seek solutions.
- Incrementally increase task complexity – Provide more open-ended learning tasks that necessitate the application of skills in various contexts.
- Develop research and inquiry skills – Motivate students to independently locate information using credible resources (e.g., online research, textbooks, workplace documents).
- Introduce reflective learning practices – Have students consider which strategies work best for them and how they can enhance their learning approaches.
- Support time management and planning – Teach students to break tasks down into manageable steps and utilise tools such as schedules or to-do lists.
- Cultivate independent learning habits – Offer structured opportunities for students to undertake tasks with minimal supervision.
- Encourage feedback seeking and approach adjustment – Instruct students on how to solicit feedback and adapt their learning strategies based on constructive input.
- Utilise real-world applications – Connect learning activities to practical or workplace scenarios to elucidate the relevance and significance of their skills.

Strategies to support progress in a student's Learning core skills from level 3 to level 4

- Develop critical thinking skills – Inspire students to analyse information, evaluate differing perspectives, and substantiate their reasoning.
- Encourage independent problem-solving – Assign intricate tasks that require students to explore various solutions and make decisions autonomously.
- Foster self-directed learning – Guide students in taking ownership of their learning by establishing long-term goals and identifying their resources.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Introduce reflective and adaptive learning – Teach students to evaluate their learning experiences, adapt strategies, and refine their approaches to different challenges.
- Enhance research and information analysis skills – Require students to locate, compare, evaluate, and synthesise information from multiple sources (e.g., industry reports, academic articles, workplace policies).
- Support strategic planning and time management – Have students devise learning plans outlining objectives, timelines, and actionable steps.
- Encourage collaboration and knowledge sharing – Facilitate group discussions, peer teaching, and mentoring opportunities to deepen students' understanding.
- Expose students to real-world challenges – Utilise case studies, project-based learning, and workplace simulations to help students apply their learning in complex environments.
- Develop self-assessment and feedback interpretation – Teach students how to critically assess their performances and use feedback for improvement.
- Encourage innovation and adaptability – Foster creativity in problem-solving and flexibility in acquiring new skills or adjusting approaches as necessary.

Strategies to support progress in a student's Learning core skills from level 4 to level 5

- Promote advanced critical thinking and analysis – Facilitate students' ability to critically assess theories, perspectives, and methodologies, making informed judgments backed by evidence.
- Cultivate independent research and inquiry skills – Guide students in conducting in-depth research, synthesising information from various high-level sources and generating original insights.
- Encourage self-directed and lifelong learning – Support students in recognising their learning needs and setting strategic goals for long-term development.
- Facilitate strategic decision-making – Provide complex, real-world challenges where students must evaluate multiple factors and justify their decision-making processes.
- Foster innovation and problem-solving in new contexts – Encourage creative solutions to emerging challenges, applying knowledge flexibly.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Enhance metacognitive awareness – Instruct students to regularly reflect upon their learning processes, evaluating the effectiveness of their strategies and making necessary adjustments.
- Develop leadership and mentorship skills – Present opportunities for students to mentor others, lead discussions, and contribute expert insights within group settings.
- Encourage professional and academic discourse – Support engagement with high-level discussions, presentations, or the publication of work in professional or academic forums.
- Expose students to industry and global perspectives – Incorporate insights from real-world industry trends, international viewpoints, and emerging research to broaden their understanding.
- Cultivate resilience and adaptability – Challenge students to embrace uncertainty, adapt to evolving circumstances, and develop strategies for sustained improvement.

4.3 Reading

Strategies to support progress in a student's Reading core skills from level 1 to level 2.

- Use simple, high-frequency words – Provide reading materials featuring common, everyday vocabulary to foster confidence.
- Introduce short, structured texts – Utilise clear, predictable sentence structures (e.g., simple instructions, short stories) to aid comprehension.
- Support reading with visuals – Incorporate images, icons, and diagrams to help students grasp key concepts.
- Encourage reading aloud – Have students read aloud simple sentences to bolster word recognition and fluency.
- Teach basic sight words and phonics – Focus on word patterns, phonetics, and letter recognition to enhance decoding skills.
- Provide repetitive and familiar texts – Reinforce learning by exposing students to the same words and phrases in varied contexts.
- Employ guided reading techniques – Engage in reading alongside students, providing prompts or questions to assess comprehension.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Encourage finger tracking – Have students follow the text with their fingers to enhance focus and word recognition.
- Break down sentences into manageable chunks – Assist students in grasping meaning by segmenting longer sentences into smaller parts.
- Provide positive reinforcement – Acknowledge small reading achievements to boost confidence and motivation.

Strategies to support progress in a student's Reading core skills from level 2 to level 3

- Introduce longer and varied texts – Supply structured paragraphs, short articles, and workplace documents to enhance comprehension skills.
- Teach skimming and scanning techniques – Instruct students on swiftly identifying key points, headings, and main ideas within texts.
- Encourage reading for meaning – Utilise comprehension questions prompting students to explain main ideas and supporting details in their own words.
- Expand vocabulary and word recognition – Introduce new terms within context, employing glossaries, word maps, and real-world examples.
- Develop sentence structure awareness – Help students identify different sentence types (e.g., statements, questions, commands) and their functions within a text.
- Support reading with contextual clues – Guide students in inferring meanings of unfamiliar words using surrounding text rather than a dictionary.
- Utilise interactive reading strategies – Encourage highlighting, underlining crucial information, and summarising after reading.
- Expose students to workplace and functional reading materials – Provide real-life documents like safety signs, work instructions, and concise reports to enhance practical reading aptitudes.
- Encourage reading in diverse formats – Use books, online articles, newspapers, and instructions to foster adaptability in reading comprehension.
- Nurture independent reading habits – Assign increasing levels of reading tasks that cultivate confidence in self-guided learning.

Strategies to support progress in a student's Reading core skills from level 3 to level 4.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

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- Introduce complex and technical texts – Provide workplace reports, research articles, policies, and procedural documents to build comprehension of specialised language.
 - Develop critical reading skills – Encourage students to question, compare, and analyse information rather than just superficial understanding.
 - Teach inference and interpretation – Assist students in discerning implied meanings, tones, and intent within texts.
 - Enhance summarising and paraphrasing skills – Guide students in extracting crucial ideas and rewording concisely to ensure deeper understanding.
 - Encourage identification of author’s purpose and bias – Prompt students to analyse the motives behind a text, differentiating between fact, opinion, and persuasive intent.
 - Broaden vocabulary via contextual learning – Introduce technical, academic, or industry-specific vocabulary while supporting students in determining meanings through context.
 - Implement annotation and note-taking techniques – Teach students to highlight key points, take marginal notes, and systematically organise information for better retention.
 - Develop comparative analysis skills – Assign tasks that require students to compare multiple texts, identifying similarities, discrepancies, and credibility.
 - Introduce structured argument and evidence evaluation – Help students determine whether a text’s arguments are substantiated by strong or weak evidence.
 - Expose students to diverse text types and formats – Provide opportunities to engage with legal documents, contracts, financial statements, and analytical reports to enhance adaptability in reading comprehension.

Strategies to support progress in a student’s Reading core skills from level 4 to level 5

- Foster advanced critical analysis skills – Guide students to critically evaluate arguments, detect inconsistencies, and appraise the credibility of sources.
- Encourage comparative and cross-referencing skills – Require students to analyse multiple texts on similar subjects, identifying contradictions, trends, and biases.
- Enhance interpretation of nuanced and implicit meanings – Assist students in recognising tones, sarcasm, and rhetorical strategies utilised in persuasive and argumentative writing.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Teach advanced argument and evidence evaluation – Support students in judging the strength of an argument based on quality and relevance of supporting evidence.
- Expose students to highly complex and technical texts – Provide access to legal, academic, scientific, and policy documents that challenge comprehension and interpretation capabilities.
- Foster independent research and synthesis skills – Encourage integration of information from various sources to form well-reasoned conclusions.
- Develop textual critique and reflective skills – Guide students in writing critical responses to texts, recognising strengths, weaknesses, and areas for improvement.
- Encourage awareness of cultural and contextual influences – Help students grasp how historical, social, and cultural contexts shape texts and their interpretations.
- Introduce speed reading and advanced skimming/scanning techniques – Teach strategies for efficiently extracting key ideas whilst ensuring deep comprehension.
- Support engagement with expert-level discourse – Provide insights into high-level industry reports, research publications, and professional documents that necessitate expert-level interpretation.

4.4 Writing

Strategies to support progress in a student's Writing core skills from level 1 to level 2

- Encourage basic sentence structure – Teach students to formulate simple sentences comprising a subject, verb, and object (e.g., "I go to work.").
- Introduce commonly used words and phrases – Provide vocabulary lists and sentence starters to aid students in structuring their writing effectively.
- Utilise guided writing activities – Implement sentence templates and fill-in-the-blank exercises to support basic writing structure.
- Teach spelling and letter formation – Reinforce correct spelling of common terms and appropriate letter formation through dedicated practice exercises.
- Support with visual prompts – Use illustrations, symbols, and diagrams to assist students in generating writing ideas.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Encourage practical writing – Instruct students to compose simple messages, labels, shopping lists, or personal information.
- Introduce basic punctuation – Teach students to apply capital letters at sentence beginnings and periods (full stops) at their ends.
- Implement copying and tracing activities – Have students replicate short sentences to reinforce structure and enhance confidence.
- Provide repetitive writing practice – Utilise repetitive exercises to instil key phrases and sentence patterns.
- Offer immediate positive feedback – Reinforce minor achievements through encouragement and constructive corrections to bolster confidence.

Strategies to support progress in a student's Writing core skills from level 2 to level 3

- Introduce paragraph structure – Teach students to compose short paragraphs featuring topic sentences, supporting details, and concluding statements.
- Expand sentence variety – Urge students to explore compound sentences (e.g., "I went to the store, and I bought some milk.") rather than exclusively utilising simple sentences.
- Develop functional and workplace writing skills – Provide practice with writing emails, brief reports, forms, and instructions relevant to real-life scenarios.
- Encourage linking words – Instruct students to utilise conjunctions (e.g., "and," "but," "because") for seamless idea connection.
- Support grammar and punctuation development – Reinforce accurate use of capital letters, commas, full stops (periods), and question marks.
- Introduce planning and drafting – Motivate students to brainstorm and outline their writing prior to crafting a final version.
- Encourage editing and proofreading – Teach students to examine their work for basic errors and make minor enhancements prior to submission.
- Expand vocabulary and word choice – Introduce synonyms and descriptive words to improve writing quality.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Provide sentence starters and writing prompts – Offer structured writing exercises to assist students in organising their thoughts effectively.
- Increase writing independence – Gradually reduce support, empowering students to compose short passages without templates or sentence prompts.

Strategies to support progress in a student's Writing core skills from level 3 to level 4

- Develop coherent multi-paragraph writing – Teach students to organise longer pieces with clear introductions, body paragraphs, and conclusions.
- Encourage logical sequencing of ideas – Utilise graphic organisers (e.g., flowcharts, mind maps) to assist students in logically structuring their thoughts prior to writing.
- Introduce sentence complexity – Encourage students to experiment with complex and compound-complex sentences, utilising varied sentence structures.
- Enhance formal and workplace writing – Provide practical exercises in drafting reports, proposals, workplace emails, and instructional guides.
- Improve descriptive and persuasive language usage – Instruct students to utilise adjectives, adverbs, and rhetorical devices to heighten engagement and clarity.
- Support editing and revising for clarity – Introduce peer review and self-editing techniques to improve grammar, punctuation, and coherence.
- Develop consistency in tone and style – Encourage students to adapt their writing style according to the audience and purpose (e.g., professional, academic, informal).
- Encourage use of evidence and justification – Educate students on supporting arguments with facts, examples, and logical reasoning.
- Introduce formatting and presentation techniques – Guide students in effectively employing headings, bullet points, and paragraph breaks for clarity and readability.
- Promote independent writing tasks – Assign extended writing projects that require students to plan, draft, and revise their work with minimal assistance.

Strategies to support progress in a student's Writing core skills from level 4 to level 5

- Develop advanced argument and critical thinking skills – Inspire students to form well-reasoned arguments, analysing multiple perspectives supported by evidence.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Refine cohesion and coherence in extended texts – Instruct students in maintaining logical flow with sophisticated transitions between ideas and paragraphs.
- Strengthen research and referencing skills – Guide students in integrating research findings, correctly citing sources and preventing plagiarism.
- Encourage precision in language and style – Assist students in honing their tone, diction, and writing style to fit various contexts, audiences, and professional or academic standards.
- Expand genre-specific writing skills – Provide practices in advanced formats, such as formal reports, policy documents, academic papers, persuasive essays, and technical manuals.
- Promote advanced editing and proofreading techniques – Teach students to critically analyse their own work for grammar, clarity, consistency, and effectiveness.
- Foster creativity and original thought – Encourage students to adopt unique perspectives, propose original ideas, and challenge established views within their writing.
- Support high-level synthesis and summarisation – Aid students in extracting and amalgamating key points from multiple sources to create concise yet informative summaries.
- Introduce industry-specific and professional writing conventions – Provide familiarity with legal, business, scientific, or academic writing norms and expectations.
- Encourage publication and real-world application – Support students in submitting their work for professional, academic, or public consumption, including journals, reports, or business communications.

4.5 Oral Communication

Strategies to support progress in a student's Oral Communication skills from level 1 to level 2

- Encourage the use of common phrases and greetings: Facilitate practice with everyday expressions such as: Hello, How are you? and Thank you, to enhance basic conversational skills.
- Support with visual aids and gestures: Implement pictures, flashcards, and body language to reinforce meanings and bolster students' confidence during communication.
- Provide simple role-playing activities: Involve students in basic, structured dialogues, such as ordering food or asking for directions, to simulate real-life interactions.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

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- Use slow and clear speech: Model pronounced, slow articulation and motivate students to adopt the same approach to refine their pronunciation.
 - Encourage listening and repeating: Engage students in repetition exercises, where they listen to sentences and then echo them, thus increasing their familiarity with spoken language.
 - Introduce yes/no and short-answer questions: Initiate uncomplicated question-and-answer practices to instil confidence in students when interacting.
 - Provide sentence starters: Offer foundational sentence structures that assist students in expressing their thoughts, such as “I like...” or “My name is...”
 - Encourage pair and small group conversations: Foster a supportive speaking environment for students by enabling them to practise with partners before addressing larger groups.
 - Reinforce through repetition and practice: Encourage regular, brief speaking opportunities in varied contexts to develop fluency.
 - Use audio and visual learning tools: Provide recordings, simple dialogues, or videos that assist students in recognising common speech patterns.

Strategies to support progress in a student’s Oral Communication core skills from level 2 to level 3

- Encourage longer responses: Shift focus beyond yes/no answers by urging students to elaborate on their thoughts with prompts such as, Why do you like that? or Can you tell me more?
- Introduce open-ended questions: Teach students to formulate and respond to questions that necessitate detailed explanations instead of straightforward answers.
- Develop turn-taking and active listening skills: Engage students in structured activities designed to cultivate turn-taking, acknowledgment of others, and appropriate responses during conversations.
- Expand vocabulary and sentence structure: Introduce new lexicon and sentence forms, empowering students to articulate their ideas more clearly and fluently.
- Encourage participation in group discussions: Promote involvement in small group dialogues, brainstorming sessions, or storytelling exercises.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Use role-plays for real-world scenarios: Facilitate practice of job interviews, customer service interactions, workplace dialogues, or social discussions to reinforce learning.
- Teach clarification strategies: Equip students with techniques to ensure understanding, such as asking, “Can you repeat that?” or “What do you mean by...?”
- Support pronunciation and fluency development: Provide activities that focus on clear pronunciation, intonation, and the natural rhythm of speech.
- Encourage storytelling and personal expression: Have students recount experiences, narrate brief stories, or deliver simple presentations to bolster their confidence.
- Expose students to different speech styles and accents: Utilise audio recordings, podcasts, and videos to enhance comprehension and adaptability during conversations.

Strategies to support progress in a student’s Oral Communication core skills from level 3 to level 4

- Develop advanced conversation and discussion skills: Motivate students to contribute meaningfully to discussions, articulate opinions, and consider various viewpoints.
- Enhance clarity and confidence in speaking: Employ techniques such as voice projection, pacing, and intonation to refine the delivery of speech.
- Introduce persuasive and negotiation skills: Instruct students on how to present arguments coherently, provide rational justifications, and persuade others effectively.
- Encourage professional and workplace communication: Facilitate practice in formal workplace interactions, meetings, and conversations with clients or customers.
- Expand idiomatic and contextual language use: Introduce idioms, expressions, and cultural references to enhance the authenticity of students’ speech.
- Use structured debate and presentation exercises: Encourage participation in debates, panel discussions, or structured presentations to amplify students’ confidence.
- Improve active listening and response skills: Train students to respond thoughtfully, summarise key points, and formulate relevant follow-up questions.
- Expose students to varied speaking environments: Practice dialogues in diverse settings, including interviews, networking events, and group discussions.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Encourage self-reflection and feedback: Utilise recorded speeches or peer assessments to help students identify their strengths and areas for development.
- Develop adaptability in speech styles: Instruct students on how to modify their tone, lexicon, and approach in relation to audience and context, whether formal or informal.

Strategies to support progress in a student's Oral Communication core skills from level 4 to level 5

- Develop high-level persuasion and negotiation skills: Instruct students on how to articulate potent arguments, navigate complex negotiations, and effectively influence decision-making.
- Encourage strategic and purposeful communication: Guide students in tailoring their speech for varied audiences, taking into account tone, style, and context.
- Enhance public speaking and presentation mastery: Provide opportunities for students to deliver formal presentations, keynote speeches, and participate in panel discussions.
- Introduce high-level critical thinking in discussions: Inspire students to challenge assumptions, synthesise information from various sources, and articulate coherent, well-reasoned responses.
- Support adaptive and culturally aware communication: Teach students how to modify their language, body language, and speech patterns to accommodate diverse audiences and international contexts.
- Develop leadership and facilitation skills: Provide training in leading discussions, moderating meetings, and guiding collaborative decision-making.
- Encourage advanced questioning and probing techniques: Help students refine their capacity to pose insightful, open-ended questions that promote deeper conversations.
- Expose students to high-stakes communication scenarios: Create simulations of crisis communications, media interviews, boardroom discussions, and high-pressure negotiations.
- Refine non-verbal communication mastery: Educate students on the effective use of body language, facial expressions, and gestures within their communication.
- Promote reflective and self-aware speaking practices: Utilize recorded presentations, peer feedback, and self-assessment tools to enhance students' speaking styles and effectiveness.

4. 6 Numeracy

PP2.3 – language, literacy, numeracy and digital proficiency assessment

Strategies to support progress in a student's Numeracy core skills from level 1 to level 2

- Reinforce number recognition and counting: Implement engaging activities designed to enhance students' proficiency in recognising, reading, and writing numbers up to 100.
- Encourage basic addition and subtraction: Utilise hands-on exercises, such as counting objects or employing number lines, to cultivate foundational calculation skills.
- Introduce everyday mathematics applications: Incorporate real-life scenarios—like managing finances, interpreting time on clocks, and measuring ingredients—to establish practical numeracy skills.
- Emphasise visual supports and manipulatives: Provide tangible aids, such as number charts, blocks, dice, and counters, to solidify numerical concepts through interactive methods.
- Develop confidence with simple word problems: Instruct students on how to decode basic maths problems linked to daily activities (for example, If you buy 3 apples and consume 1, how many remain?)
- Introduce basic measurement skills: Assist students in grasping concepts of length, weight, and capacity using familiar units (such as centimetres, grams, and litres).
- Encourage recognition of patterns and sequences: Engage students with activities and games tailored to help them recognise numerical patterns, including counting in intervals of two, five, and ten.
- Provide repetitive and structured practice: Reinforce concepts through consistent mathematics activities, quizzes, and number-focused puzzles conducted on a daily basis.
- Teach basic money skills: Familiarise students with identifying different coins and calculating simple transactions that involve change.
- Support verbal and written numerical communication: Motivate students to engage in discussions about numbers and basic calculations, thereby enhancing their confidence in utilising numeracy in everyday dialogues.

Strategies to support progress in a student's Numeracy core skills from level 2 to level 3

- Develop multi-step problem-solving skills: Guide students in deconstructing problems into manageable segments, thereby enhancing both comprehension and precision.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Introduce multiplication and division concepts: Employ practical illustrations, such as sharing food or organising groups of objects, to build confidence in these mathematical operations
- Encourage mental maths strategies: Assist students in practising mental addition, subtraction, and estimation techniques, significantly boosting their speed and accuracy.
- Expand knowledge of fractions, decimals and percentages: Use real-world examples, such as dividing bills, interpreting prices, and calculating discounts, to broaden their understanding of these concepts.
- Support understanding of time and scheduling: Educate students on how to read and interpret timetables, schedules, and elapsed time in relevant real-life situations.
- Introduce simple data interpretation: Facilitate students in gathering insights from graphs, charts, and tables within practical contexts (like weather reports and surveys).
- Apply measurement in practical activities: Provide students with opportunities to measure distances, weights, and volumes during everyday tasks, including cooking or DIY initiatives.
- Teach money management skills: strengthen skills related to budgeting, total cost calculations, and determining change in shopping scenarios.
- Encourage estimation and approximation: Instruct students on how to estimate values and assess the reasonableness of their answers prior to carrying out calculations.
- Increase exposure to workplace and functional numeracy: Familiarise students with numeracy tasks that are relevant to particular industries, such as calculating materials for a project or tracking wages.

Strategies to support progress in a student's Numeracy core skills from level 3 to level 4

- Develop advanced multi-step problem-solving skills: Inspire students to analyse complex real-world problems, pinpoint key numerical elements, and devise suitable strategies for resolution.
- Enhance understanding of fractions, decimals and percentages: Introduce more intricate percentage calculations, encompassing tax, interest rates, and profit margins, alongside their practical applications.
- Introduce algebraic thinking: Assist students in recognising patterns, utilising formulas, and solving basic algebraic equations pertinent to academic and workplace numeracy.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Expand measurement and geometry skills: Encourage students to calculate area, perimeter, and volume through real-life applications, such as home improvement tasks and landscaping projects.
- Strengthen data analysis and interpretation: Equip students to read, interpret, and generate more complex graphs, charts, and statistical data for academic and professional purposes.
- Improve budgeting and financial literacy: Provide scenarios for practising personal or business budget management, analysing financial statements, and comparing costs effectively.
- Encourage estimation and accuracy checking: Teach students methods to validate their calculations through estimation, checks of reasonableness, and reverse calculations.
- Develop workplace numeracy skills: Expose students to discipline-specific calculations, such as tracking fuel consumption, staffing schedules, and production rates.
- Introduce probability and risk assessment: Support students in grasping concepts of likelihood and risk in real-world contexts, such as making informed decisions in business and insurance.
- Encourage independent use of digital tools: Instruct students in the utilisation of spreadsheets, calculators, and digital applications to handle numerical tasks relevant in work and study environments.

Strategies to support progress in a student's Numeracy core skills from level 4 to level 5

- Develop high-level problem-solving and critical analysis: Motivate students to employ numerical reasoning in navigating through multifaceted, ambiguous, or multi-variable challenges.
- Strengthen advanced financial and statistical literacy: Provide support for grasping concepts such as profit margins, investment risks, economic forecasting, and statistical probabilities.
- Enhance algebraic and formula-based calculations: Teach students to implement advanced formulas and algebraic reasoning in pertinent technical, business, or engineering contexts.
- Encourage data-driven decision-making: Guide students in the interpretation of complex datasets, identification of trends, and formulation of strategic business or financial recommendations.
- Introduce predictive modelling and risk assessment: Allow students opportunities to utilise statistical and mathematical models for analysing risks across diverse fields, including business, science, and insurance.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Support advanced measurement and spatial reasoning: Encourage problem-solving in nuanced measurement scenarios, such as architectural design, engineering calculations, and logistical planning.
- Teach application of advanced probability and statistics: Engage students in working with real-world data, calculating standard deviations, probabilities, and constructing evidence-based predictions.
- Encourage effective use of digital and analytical tools: Provide training on software such as spreadsheets, financial modelling tools, and statistical analysis applications for academic and workplace requirements.
- Develop professional and industry-specific numeracy: Expose students to numeracy relevant to various fields, including actuarial computations, medical dosage calculations, and supply chain analytics.
- Promote independent inquiry and research-based problem solving: Inspire students to conduct their own numerical investigations, presenting findings with comprehensive justifications.

4.7 Digital Literacy

Strategies to support progress in a student's Digital Literacy skills from pre-level 1A to pre-level 1B

- Implement real-world examples: Illustrate the functions of common digital devices, such as smartphones for communication, computers for professional tasks, and tablets for entertainment.
- Facilitate device function identification through discussion and observation: Demonstrate how to operate a device—including powering it on and off, opening applications, and utilising basic touchscreen and swipe functionalities.
- Employ flashcards and visual aids: Utilise labelled diagrams of devices and software icons to assist students in recognising and recalling their specific purposes.
- Simplify explaining connectivity: Use a straightforward analogy, such as characterising Wi-Fi as an invisible wire that connects a device to the internet.
- Provide step-by-step demonstrations for connecting to Wi-Fi or mobile data: Assist students in navigating the process of establishing a connection to a Wi-Fi network.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

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- Differentiate between online and offline activities: Illustrate the contrast between activities requiring internet access, like browsing websites, and those that do not, such as using a calculator.
 - Discuss the benefits and drawbacks of digital connectivity: Delve into examples that highlight staying connected with family online, while also acknowledging the risks associated with oversharing personal information.
 - Introduce the concept of digital privacy: Discuss the importance of protecting personal details, such as one's name or address, while using digital devices.
 - Utilise simple scenarios to raise risk awareness: Engage students in role-playing exercises where they must decide whether to share personal information, such as "Should you disclose your phone number to a stranger?"
 - Clarify digital risk protection with simple comparisons: Explain the concept of passwords by likening them to house keys—emphasising that access is limited to the right individuals.
 - Assist in creating basic passwords: Guide students through developing simple passwords using familiar words or numbers, for example, "Dog123".
 - Introduce basic security symbols: Familiarise students with common security icons, like a padlock that signifies safe websites, and elucidate their meanings.
 - Demonstrate on-screen navigation techniques: Show students how to effectively utilise touchscreens, keyboards, and mice to interact with digital devices.
 - Teach recognition of digital alerts and prompts: Use real-world examples, such as low battery warnings or pop-up messages asking, "Are you sure you want to exit?"
 - Connect physical actions to digital reactions: Demonstrate how typing on a keyboard or tapping an icon results in specific actions on the screen.
 - Encourage basic device maintenance: Instruct students on how to charge devices, clean screens, and restart frozen devices.
 - Reveal the mutable nature of digital content: Showcase how text and images can be altered, for instance, by typing and deleting within a notes application.
 - Introduce simple, interactive software: Engage students with basic applications where they can modify content, such as adjusting font size in a word processor.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Promote safe exploration through hands-on activities: Encourage students to experiment with basic features, like resizing windows or adjusting brightness levels.

Strategies to support progress in a student’s Digital Literacy skills from pre-level 1B to level 1

- Introduce the basics of online communication: Guide students in using email, messaging applications, or social media platforms for simple interactions, such as sending messages or reacting to posts.
- Demonstrate basic online tasks: Show students how to browse websites, search for information, and access essential services, including weather updates, news articles, and online shopping.
- Explain the foundations of netiquette: Instruct students on respectful online conduct, encompassing habits like avoiding the use of all caps (which can be perceived as shouting), utilising polite language, and understanding the potential for misinterpretation in digital messages.
- Introduce the concept of a digital footprint: Educate students that actions taken online—such as posts and comments—are often permanent and visible to others.
- Instruct on recognising unsafe web links: Highlight examples of questionable links, such as those with excessive numerical characters or spelling errors and teach how to identify secure websites using features like HTTPS and a padlock icon.
- Demonstrate how to manage privacy settings: Show students how to adjust privacy settings on common platforms, such as social media and email accounts, thereby safeguarding their personal information.
- Distinguish between personal and professional online conduct: Provide clear examples of appropriate versus inappropriate behaviour in work-related contexts compared to personal settings, such as maintaining professionalism in work emails.
- Identify and address inappropriate content: Equip students with the skills to recognise harmful material and understand when to report or avoid it.
- Introduce website layouts and navigation: Teach students how to navigate websites by utilising menus, buttons, and scroll bars effectively.
- Enhance understanding of digital symbols and icons: Engage students with exercises that involve matching icons—such as those representing settings, save options, or print functions—with their respective actions.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Practice navigating digital environments: Show students how to access folders, utilise bookmarks, and explore key features within various software applications.
- Encourage utilisation of common digital devices and software: Incorporate hands-on activities involving tablets, computers, or smartphones to accomplish definitive tasks.
- Guide students in retrieving digital information: Instruct students on using search functions, file explorers, or digital directories to locate specific information.
- Teach basic file creation and saving techniques: Demonstrate how to create and store new documents, spreadsheets, or image files.
- Introduce fundamental file organisation skills: Assist students in developing organisational strategies by creating folders, renaming files, and logically storing documents.
- Promote basic content editing skills: Show students how to type and alter text within documents or online forms.
- Instruct on basic troubleshooting techniques: Provide students with simple solutions for technical issues, including restarting devices, closing and reopening software, or checking their Wi-Fi connections.
- Demonstrate the functionality of digital peripherals: Illustrate how to use commonplace peripherals, such as printers, USB drives, and headphones.
- Introduce adaptive technology for enhanced accessibility: Instruct students on adjusting screen brightness, enabling text-to-speech features, or modifying font sizes for improved usability.

Strategies to support progress in a student's Digital Literacy skills from level 1 to level 2

- Enable multi-platform communication skills: Teach students to send emails, engage in video calls, and collaborate through messaging applications or shared documents.
- Create situations for initiating and managing online interactions: Incorporate role-playing exercises wherein students practice starting, maintaining, and concluding online conversations courteously.
- Deepen understanding of netiquette: Reinforce respectful digital communication practices focusing on differences between professional and casual tones, expected response times, and appropriate usage of emojis.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

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- Guide audience selection for online communication: Help students distinguish between private (e.g., direct messaging) and public (e.g., social media posts) communication preferences.
 - Reaffirm safe information sharing practices: Offer real-life scenarios where students must thoughtfully consider what personal details are appropriate to share.
 - Educate on password management and secure logins: Instruct students on creating robust passwords and activating two-factor authentication for enhanced security.
 - Introduce strategies for security software management: Guide students on verifying updates for antivirus software, firewalls, and browser security settings regularly.
 - Encourage personal accountability for digital safety: Emphasise understanding phishing attempts, potential for identity theft, and safe online shopping habits—reinforcing the need for critical evaluation before clicking links.
 - Introduce fundamental digital systems and their functions: Teach students about the purposes of various digital systems, such as cloud storage, databases, and communication platforms.
 - Enhance website and document navigation proficiency: Assist students in recognising and utilising features like headers, menus, hyperlinks, and search tools in both websites and electronic documents.
 - Encourage the appropriate selection of digital tools for tasks: Provide practical exercises that require students to compare software options, guiding them on when to use Word versus Excel or Google Docs.
 - Broaden familiarity with digital peripherals: Introduce students to various devices like printers, webcams, and external drives, demonstrating their proper connections and functions.
 - Instruct on effective search engine techniques: Teach students how to use specific keywords, apply filters, and evaluate sources for credibility effectively.
 - Promote utilisation of familiar data management systems: Show students how to store, retrieve, and organise files effectively by employing folders, cloud storage, and desktop shortcuts.
 - Demonstrate methods for digitally accessing and presenting information: Foster skill development in locating and displaying information within spreadsheets, presentation software, or dashboards.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Educate about operating system updates and device management: Demonstrate how to check for software updates and explain their importance in maintaining security and optimal performance.
- Introduce basic troubleshooting exercises: Engage students in hands-on activities aimed at problem-solving, including:
 - Restarting a non-responsive program,
 - Checking Wi-Fi connections,
 - Resolving common printer or audio issues.
- Instil knowledge on when to seek help: Encourage students to recognise situations when assistance is needed, and foster skills for effectively explaining problems when seeking support.
- Guide safe online transactions: Instruct students on making secure online purchases, paying bills, and accessing e-government services proficiently.
- Explain the proper use of online forms and data entry: Provide practice drills in accurately completing online forms for typical tasks such as registrations and applications.
- Discuss secure payment methods: Educate students about credit card safety, PayPal usage, and secure online banking practices.

Strategies to support progress in a student's Digital Literacy skills from level 2 to level 3

- Introduce varied internet connection methods: Explain the distinctions between wired (Ethernet) and wireless (Wi-Fi, mobile data, Bluetooth) connections through relatable scenarios.
- Demonstrate device connectivity and pairing techniques: Provide step-by-step guidance for connecting to Wi-Fi networks, pairing Bluetooth devices (e.g. headphones, printers), and accessing cloud storage for file transfer.
- Teach effective online collaboration tools: Instruct students on utilising platforms like Google Drive, Microsoft OneDrive, Dropbox, or collaborative workspaces effectively for group projects.
- Encourage purposeful online communication: Present scenarios prompting students to select the most appropriate platform for varied communications, such as email for formal correspondence and instant messaging for brief updates.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Enhance understanding of virus protection software: Teach students how to ascertain whether antivirus software is current and how to perform a system scan.
- Introduce data protection measures: Explain essential practices, including automatic backups, two-factor authentication, and recovery strategies, to safeguard data against loss.
- Educate on secure online financial practices: guide students in:
 - Identifying secure payment gateways (noted by HTTPS, padlock icons),
 - Avoiding phishing schemes,
 - Safeguarding passwords with password management tools.
- Discuss awareness of digital footprints and risk mitigation: Assist students in assessing how their online actions can affect their privacy and devise methods for managing it, such as reviewing social media privacy settings.
- Guide students in customising user preferences: Educate students on modifying software settings—such as font sizes, accessibility features, and notification preferences—to suit their needs.
- Support downloading and installing software applications: Offer hands-on exercises involving the downloading and installation of applications from trusted sources, while managing storage space and uninstalling unnecessary programs.
- Introduce the importance of ergonomic technology use: Teach students optimal device positioning, mandate breaks from screen exposure, and share wrist-friendly typing strategies to prevent strain.
- Teach about cloud storage and file transfers: Demonstrate how to upload or download files to cloud services (e.g. Google Drive, OneDrive, iCloud) and conduct file transfers wirelessly via Bluetooth or AirDrop.
- Clarify symbols and terminology related to device connectivity: Provide visual aids that outline icons representing Wi-Fi, Bluetooth, network settings, and security alerts.
- Develop students’ ability to articulate connection methods: Encourage students to verbally explain or physically demonstrate the processes of connecting devices to networks or pairing them with other devices.

PP2.3 – language, literacy, numeracy and digital proficiency assessment

- Instruct on advanced search engine techniques: Familiarise students with strategies such as:
 - Using quotation marks ("") for precise searches,
 - Employing minus signs (-) to exclude certain words,
 - Searching for specific file types (e.g., PDF, DOCX).
- Encourage the utilisation of software for organisational and display purposes: Assign tasks that require students to use spreadsheet software for organising data, create multimedia presentations, and efficiently arrange folders and files.
- Cultivate troubleshooting skills for common recurring issues: Train students on:
 - Refreshing devices,
 - Diagnosing connection issues,
 - Updating software,
 - Interpreting system error messages,
 - Utilising online forums or support resources for troubleshooting guidance.

5. Procedure

Steps		Person/s responsible
5.1 LLND Assessment – Long course		
i.	Initial assessment. When completing the Enrolment Form, the prospective student is asked for details of their prior education and whether they consider that they have the literacy and numeracy skills to undertake the course. The student is then required to complete an Initial Core Skills Assessment (Section 9 of the Enrolment Form). This information is reviewed to determine if there are any indicators for support or further testing.	Office Manager Student Support Officer

PP2.3 – language, literacy, numeracy and digital proficiency assessment

	If support is required, this will be recorded in the <i>Enrolment Form</i> and the support request will be forwarded to the Training Manager to arrange for an interview to further determine support requirements. Refer to: <i>PP2.2 - Enrolment</i> and <i>PP2.4 - Student Support and Wellbeing</i> .	
ii.	Conduct LLND Assessment. In accordance with the guidelines in Section 3.2 “Who requires LLND Assessment” the LLND assessment is to be issued to the prospective student and completed prior to enrolment. The assessment is to be administered by a person who holds the competency TAELN421 Integrate core skills support into training and assessment, or a unit that is directly related to this unit and may be superseded.	Officer Manager or delegate Student Support Officer
iii.	Review LLND assessment responses. The LLND assessment will be reviewed and any areas for support identified. Based on the results of the assessment, determine if an interview is required to gather more information before preparing a support plan.	Student Support Officer
iv.	Conduct Interview. Responding to the identified need for support resulting from the initial assessment and the student’s prior education, the student should be contacted, and arrangements made for an interview to further assess their language, literacy and numeracy proficiency and digital literacy. The interview is to be conducted using and recorded on the form - <i>LLND Interview Guide</i> .	Student Support Officer
v.	Responding to a student with minor LLND support requirements Where it is determined that a student does have identified support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in Section 4 considerations. It is not expected that all strategies from each level would be necessary. The Student Support Officer is to utilise their training to select and tailor the strategies and support plan for the student’s needs. Responding to a student with significant LLND support requirements. Where the difference between the student’s assessed level and the course level is so significant and there is a risk of the student’s disadvantage, a support plan should not be considered. When determining “significant” as a general guide, if the student success level is <u>more than two levels</u> below the required course level,	Student Support Officer

PP2.3 – language, literacy, numeracy and digital proficiency assessment

	it may be a disadvantage to the student to progress into the course. Under these circumstances, Blue Cross First Aid Institute should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment. Please refer to <i>PP2.4- Student Support and Wellbeing</i> for relevant support services.	
vi.	Implement the LLND Support Plan. Once the LLND Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.	Student Support Officer Training Manager
vii.	Monitor progress. Regularly monitor the student's progress and adjust the LLN Support Plan as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. The student support plan should be securely saved on the student's record within the Student Management System. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required.	Training Manager, Trainer
viii.	Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer, Office Manager, Training Manager, Trainer, CEO
Steps		Person/s responsible

PP2.3 – language, literacy, numeracy and digital proficiency assessment

5.2 Core skills assessment – Short Courses		
ix.	Initial assessment. When completing the Enrolment Form, the prospective student is asked for details of their prior education and whether they consider that they have the literacy and numeracy skills to undertake the course. The student is then required to complete an Initial Core Skills Assessment (Section 9 of the Enrolment Form). This information is reviewed to determine if there are any indicators for support or further testing. If support is required, this will be recorded in the <i>Enrolment Form</i> and the support request will be forwarded to the Training Manager to arrange for an interview to further determine support requirements. Refer to: <i>PP2.2 - Enrolment</i> and <i>PP2.4 - Student Support and Wellbeing</i>.	Office Manager Student Support Officer
x.	Conduct Interview. Responding to the identified need for support resulting from the initial assessment and the student's prior education, the student should be contacted, and arrangements made for an interview to further assess their language, literacy and numeracy proficiency and digital literacy. The interview is to be conducted using and recorded on the form - <i>LLND Interview Guide</i>.	Student Support Officer
xi.	Responding to a student with minor LLND support requirements Where it is determined that a student does have identified support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in Section 4 considerations. It is not expected that all strategies from each level would be necessary. The Student Support Officer is to utilise their training to select and tailor the strategies and support plan for the student's needs. Responding to a student with significant LLND support requirements. Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage, a support plan should not be considered. When determining "significant" as a general guide, if the student success level is <u>more than two levels</u> below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, Blue Cross First Aid Institute should provide the student information and refer the student to relevant external support services where the student may be able to undertake	Student Support Officer

PP2.3 – language, literacy, numeracy and digital proficiency assessment

	a professional program to improve their overall core skills prior to considering further training and assessment. Please refer to <i>PP2.4- Student Support and Wellbeing</i> for relevant support services.	
xii.	Implement the LLND Support Plan. Once the LLND Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.	Student Support Officer Training Manager
xiii.	Monitor progress. During the short course, monitor the student's progress and make adjustment to the training to support the student in accordance with the plan. The student support plan should be securely saved on the student's record within the Student Management System. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The ship management system should also be updated when ongoing support is determined as no longer being required.	Training Manager, Trainer
xiv.	Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer, Office Manager, Training Manager, Trainer, CEO

6. Other documents to consider with this policy

Policies

- PP2.4 - Student Support and Wellbeing
- PP2.2 - Enrolment
- PP4.7 - Continuous Improvement
- PP4.3 - Management Meeting.

Forms

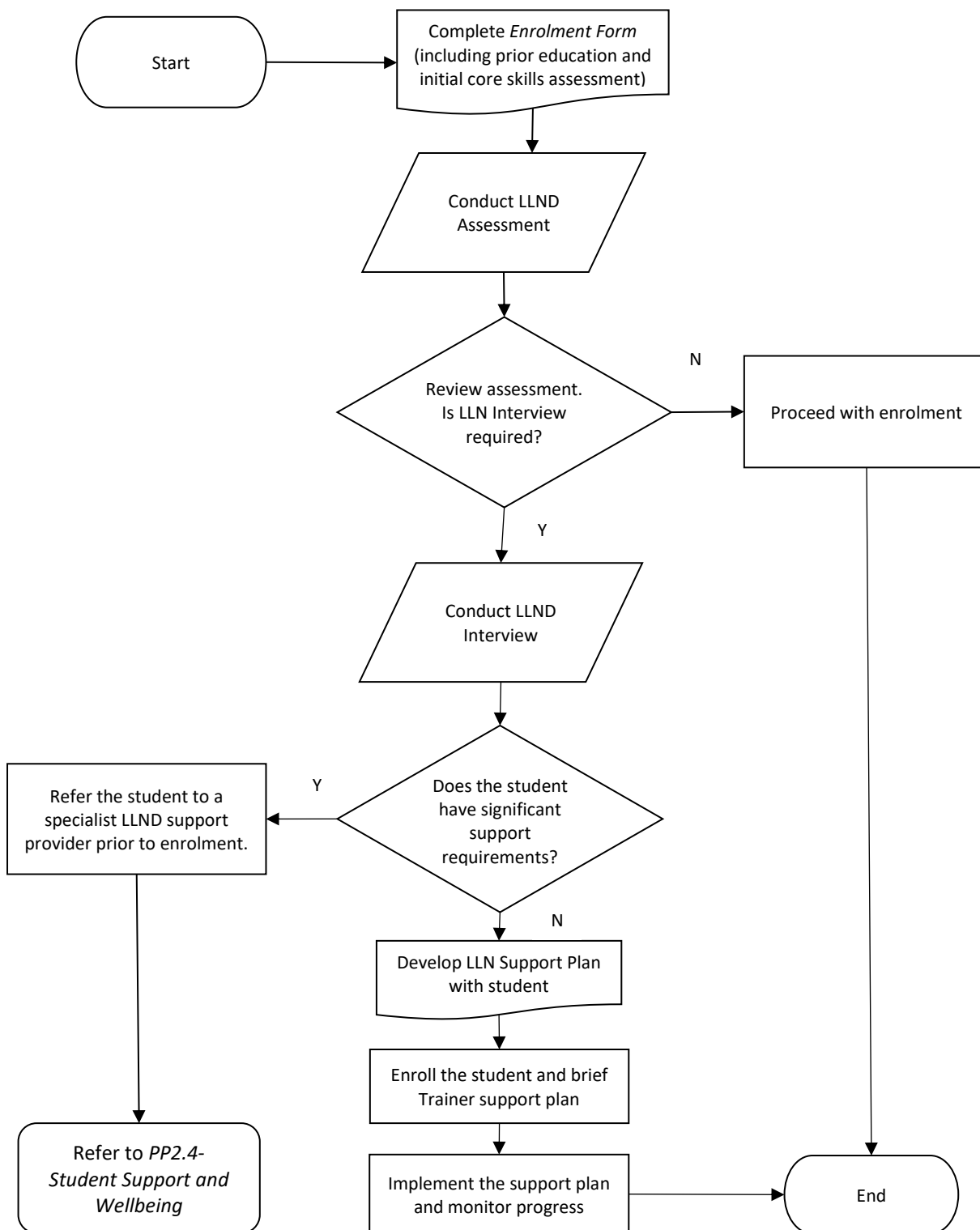
- LLND Interview Guide
- LLND Support Plan
- LLND Assessment
- Enrolment Application Form
- Continuous Improvement Report

Handbooks, manuals or other documents

None

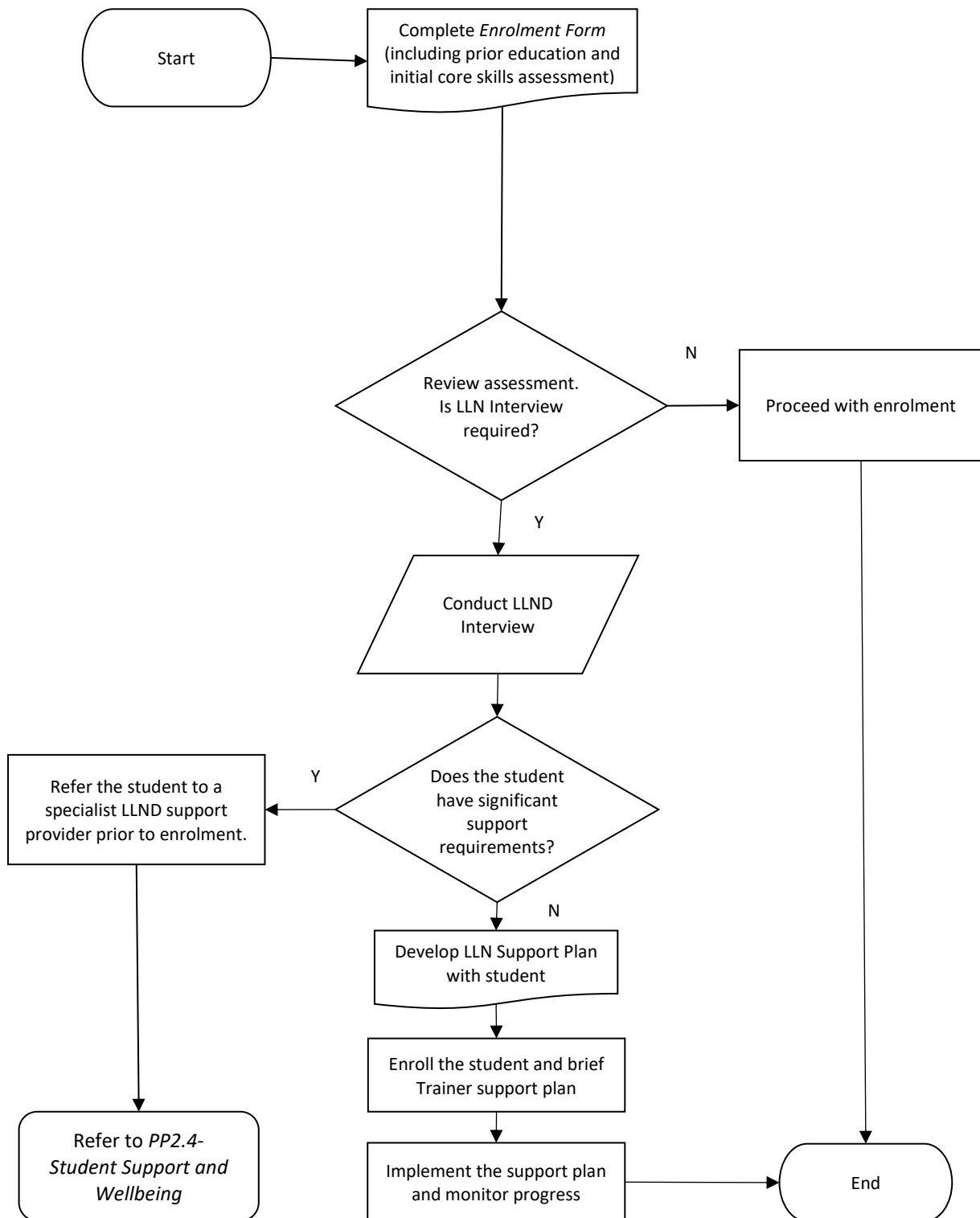
7. Flow chart

LLND Assessment – Long Course



PP2.3 – language, literacy, numeracy and digital proficiency assessment

LLND Assessment – Short Course



8. Reference(s)

Outcome Standards for RTOs, Standard 2.2, VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.

The RTO demonstrates:

- (a) a system for reviewing the skills and competencies of VET students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product
- (b) it provides advice, based on the review, to VET students about the suitability of the training product for them.

Australian Core Skills Framework, 2012 DEWR

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

Australian Digital Capability Framework 2025, DEWR

<https://www.dewr.gov.au/skills-reform/resources/australian-digital-capability-framework>

Validated LLN Assessment Tasks Mapped to the ACSF, Skills Education website. Skills Education is a private provider of VET sector support services and professional development for teachers and trainers. The ACSF tools that can be downloaded from this website were originally developed by Precision Consultancy Pty Ltd under an engagement by a Federal Government agency. The tools are © Commonwealth of Australia, 2013 which must be included as an acknowledgement in any customised resource.

<https://www.skillseducation.com.au/pages/acsf-resources>