

POLICY	Language, Literacy, Numeracy and Digital (LLND) Policy & Procedure & Process
ASQA Standards 2025	Outcome Standards 2025
Overview	<p>Australian Animal Care Institute, AACI, assesses and evaluates the Language, Literacy, Numeracy and Digital (LLND) skills of students prior to formally accepting their enrolment into a course or qualification to ensure they are academically suited to undertake the course in conjunction with all other entry requirements of the course.</p> <p>AACI process uses generally accepted LLND Assessment Tools¹ that validly and reliably assesses a student's competence for LLN levels against the Australian Core Skills Framework (ACSF) and Digital capability across 5 five focus areas² in accordance with the Australian Digital Capability Framework (ADCF). Student LLND results will be saved to their individual files located in the Student Records folder.</p> <p>The term 'Language, Literacy, Numeracy and Digital' (LLND) refers to the combination of:</p> <ul style="list-style-type: none"> • Australian Core Skills Framework (ACSF)³ which describes levels of performance (levels 1 to 5) in five core skills areas (bands): <ul style="list-style-type: none"> • learning, • reading, • writing, • oral communication and • numeracy. • Australian Digital Capability Framework (ADCF) Five Focus Areas: <ul style="list-style-type: none"> • Information and Data Literacy • Communication and Collaboration • Digital Content Creation • Protection and Safety • Technical Proficiency and Problem Solving <p>LLDN assessments and evaluations are undertaken to indicate whether a learner:</p> <ul style="list-style-type: none"> • has the LLN skills to be able to successfully complete the course; • requires additional LLN coaching or support to successfully complete the course; • does not have sufficient LLN skills to successfully complete the qualification.

¹ LLN Robot (LLN Robot <https://llnrobot.com.au/>) and Digital Robot

² ADCF assess and evaluates student capability across five focus areas namely 1. Information and Data Literacy, 2 Communication and Collaboration, 3. Digital Content Creation, 4 Protection and Safety and 5. Technical Proficiency and Problem Solving.

³ ACSF describes and measures LLN skills based on the National Reporting System (NRS).

	<p>AACI will generally accept students with one LLN entry level lower than recommended for that qualification upon the determination made by the Individual Needs Learning Officer (INLO)⁴ based on the ACSF LLN assessment results. However, prospective students with lower levels of LLN Skills may be accepted based on a determination on a case-by-case basis by the INLO.</p>
Purpose	<p>This Policy and Procedure ensures AACI uses a structured LLND process before enrolment and, where required, after commencement to:</p> <ul style="list-style-type: none"> • provide prospective students with clear information about LLND expectations • assess whether the student’s current language, literacy, numeracy and digital capability are suitable for the intended training product • identify students who may require learner support, reasonable adjustment or an Individual Learning Plan • support informed decision-making by both AACI and the prospective student.
Scope	<p>This Policy and Procedure applies to:</p> <ul style="list-style-type: none"> • all prospective students applying for nationally recognised training with AACI • enrolled students where LLND concerns are identified after commencement • AACI staff involved in pre-enrolment, LLND review, learner support and enrolment decision-making.
Policy Statement	<p>AACI will not accept a student into a training product unless AACI has sufficient evidence to determine that:</p> <ul style="list-style-type: none"> • the student has been given clear and current information about the course and its requirements • the training product is suitable for the student • the student’s LLND capability is appropriate for successful participation, with support where applicable • any required learner support or reasonable adjustment can be provided or arranged within AACI’s capacity. <p>AACI may admit a student with identified LLND gaps only where AACI has documented the basis for doing so and has determined that the student is likely to succeed with the support available</p>
Policy Principles	<p>AACI will ensure that:</p> <ol style="list-style-type: none"> 1. LLND requirements are considered as part of pre-training review and course suitability

⁴ INLO or Course Assessor

	<ol style="list-style-type: none"> 2. LLND tools are used to inform, but not solely determine, suitability decisions 3. support needs are identified early where possible 4. students are informed of available support and any enrolment conditions 5. suitability decisions, overrides and support plans are documented 6. course entry expectations are aligned to course requirements and AACI's Training and Assessment Strategy
Responsibilities	<p>Chief Executive Officer / RTO Manager Has overall responsibility for AACI's LLND system and approval of this Policy and Procedure.</p> <p>Individual Learning Needs Officer (ILNO) Reviews LLND evidence, determines suitability outcomes, approves ILPs, records reasons for decisions, and manages manual overrides or referrals where required.</p> <p>Course Advisor / Student Administration / PTR staff Provide pre-enrolment information, coordinate LLND tasks, collect and save results, and ensure the PTR process is completed before enrolment.</p> <p>Trainers and Assessors Implement ILPs where relevant, identify post-enrolment LLND concerns, provide feedback to the ILNO, and support students in line with approved plans.</p>
Entry Requirements	<p>Each AQF level in the VET domain is mapped against the ACSF core skills levels. The PTR process and Enrolment applications include specific questions about educational experience and academic skills and need for LLN support.</p> <p>All prospective students must demonstrate an appropriate level of oral communication skills, digital literacy and LLN skills for a qualification they are being considering undertaking.</p> <p>All AACI's prospective students are required to undertake a Language, Literacy and Numeracy (LLN) assessment prior to commencing and completing the course enrolment process. This ensures students enrolling in the course have the required LLN levels to complete training and assessment requirements towards successful completion of their qualification.</p> <p>LLN Robot performs a LLN Skills evaluation of a Learner against that of a completed graduate for a particular qualification. This results in the production of a LLN Results report that details whether the minimum</p>

	<p>recommended LLN Skills level for the course has been met and whether further assistance and support need to be provided.</p> <p>All prospective students will undertake a LLN evaluation via LLN Robot prior to being deemed suitable to the PTR process and/or submit an enrolment application and commence training.</p> <p>It is generally expected that students, shall during their course of their studies will be able to increase their ACSF levels in each band up to 1 level. Accordingly, it is generally accepted practice that RTOs will determine a Learner's LLN levels as acceptable where their LLN levels are identified as being one below the chart bands level identified and generated by LLN Robot.</p> <p>Students who do not meet this level as a minimum (1 level below) will be reviewed on an individual basis, with appropriate LLN Support and strategies in place for students as determined by the Individual Learning Needs Officer (ILNO).</p>
<p>Digital Literacy Assessment and Evaluation</p>	<p>AACI's Pre-Training Review (PTR) process delivers an Indicative assessments evaluation of a Learner's digital literacy skills and basic literacy skills by requiring Learners to complete a PTR application in addition to an assessment of their digital capability under the ADCF using Digital Robot.⁵</p> <p>Digital Robot is used by AACI to assess students' digital capabilities aligned with the Australian Digital Capability Framework (ADCF).</p> <p>Digital Robot assesses student competence across the five ADCF focus areas:</p> <ol style="list-style-type: none"> 1. Information and Data Literacy — ability to locate, interpret, and manage digital information and data. 2. Communication and Collaboration — ability to communicate and collaborate effectively using digital technologies. 3. Digital Content Creation — ability to create, edit and manage digital content. 4. Protection and Safety — ability to apply safe, secure, and ethical practices online.

⁵ Digital literacy skills include the capability to logon to a computer, access emails, click a link within an email and download a document, login into an online database, use a mouse pad or other navigational device and computer keyboard and read, follow and type online text responses.

	<p>5. Technical Proficiency and Problem Solving — ability to effectively operate digital devices, troubleshoot problems, and adapt to new technologies.</p> <p>These digital skills and capability in the five ADCF focus areas include</p> <ul style="list-style-type: none"> • ability to log into a computer • Access emails and click a link within an email; • Login into an online database (LLN Robot and Digital Robot); • Use a mouse and keyboard • Read and respond to online text and tasks • Navigate digital interfaces to locate and manage information • Demonstrate safe and appropriate online behaviours <p>As Learners successfully undertaking the online Digital Robot Skills evaluation shall be considered to have meet the digital literacy requirements.⁶ Students who are unable to complete their Digital Robot Online assessment will be evaluated individually to see whether they meet the minimum digital literacy requirements.</p> <p>Digital Robot provides a reliable and valid measure of student digital literacy skills and forms an integral part of the overall LLND assessment process.</p>
<p>Policy Requirements</p>	<p>1. LLND as part of pre-training review LLND review forms part of AACI’s Pre-Training Review process. Prospective students must be informed of:</p> <ul style="list-style-type: none"> • the LLND expectations relevant to the course • the need to complete LLND reviews where required • the support options available if gaps are identified. <p>2. Course entry expectations AACI will determine recommended LLN and digital capability expectations for each course with reference to:</p> <ul style="list-style-type: none"> • course requirements • Training and Assessment Strategy • ACSF-informed LLN profiling • ADCF-informed digital capability expectations. <p>3. LLND tools and evidence AACI may use tools such as LLN Robot and Digital Robot as part of the LLND review. These tools support AACI decision-making but do not</p>

⁶ AACI learner resources and assessments are delivered primarily via a learning management system (Google Classroom) over the internet and/or by email. Learners therefore will be required to have the skills to navigate this digital environment.

	<p>replace staff judgement. Suitability decisions must consider the full PTR evidence, including:</p> <ul style="list-style-type: none"> • tool results • prior education and experience • oral communication observations • student disclosures • support needs • any additional interview or review. <p>4. Suitability outcomes Following review, the ILNO must record one of the following outcomes:</p> <ul style="list-style-type: none"> • Suitable • Suitable with support or conditions • Further review required • Not suitable at this time • Referral to another pathway or service <p>Where a student is admitted with support or conditions, the support measures or conditions must be documented before enrolment proceeds.</p> <p>5. Learner support and ILPs Where LLND gaps or related barriers are identified, AACI may provide or arrange support, which may include:</p> <ul style="list-style-type: none"> • LLN support resources • digital capability support • trainer guidance • reasonable adjustment • referral to specialist services • an Individual Learning Plan. <p>6. Refusal or deferral of enrolment AACI will not proceed with enrolment where:</p> <ul style="list-style-type: none"> • the training product is not suitable for the student • the support required cannot reasonably be provided or arranged • the student is unlikely to succeed even with available support <p>critical entry or participation requirements are not met.</p>
<p>Definitions</p>	<p>LLND means language, literacy, numeracy and digital capability.</p> <p>LLN means language, literacy and numeracy as described through the Australian Core Skills Framework (ACSF).</p> <p>Digital capability means a learner’s ability to use digital tools and systems required for participation in AACI training, informed by the Australian Digital Capability Framework (ADCF).</p>

	<p>Individual Learning Needs Officer (ILNO) means the AACI officer authorised to review LLND results, determine suitability in LLND matters, approve support actions and record outcomes.</p> <p>Individual Learning Plan (ILP) means a documented support plan for a student who requires additional support or adjustments to participate successfully.</p>
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PROCEDURE	Language, Literacy, Numeracy and Digital (LLND) Procedure
<p>Steps</p>	<p>Step 1 – Provide pre-enrolment information Before enrolment proceeds, the prospective student is provided with or directed to current AACI pre-enrolment information, including course entry expectations and LLND requirements.</p> <p>Step 2 – Complete LLND review Where required by AACI, the prospective student completes:</p> <ul style="list-style-type: none"> • an LLN review through AACI’s approved tool • a digital capability review through AACI’s approved tool or process • any additional oral communication or suitability discussion required as part of PTR. <p>Step 3 – Save and review results The ILNO or delegated AACI staff member retrieves and saves:</p> <ul style="list-style-type: none"> • LLN results • digital capability results • any oral communication or interview notes • any other LLND evidence <p>to the prospective student file and AACI’s approved records system.</p> <p>Step 4 – Determine suitability The ILNO reviews the full evidence and determines whether the student:</p> <ul style="list-style-type: none"> • meets course expectations • meets course expectations with support • requires further review • should be referred elsewhere • is not suitable at this time. <p>Step 5 – Immediate re-sit or additional review A student may be permitted an immediate re-sit or additional review where there is evidence that the original result may not be reliable, such as:</p> <ul style="list-style-type: none"> • incomplete attempt • technical interruption • unusual completion pattern • audio failure • clear scoring anomaly • one failed section with otherwise acceptable results. <p>The reason for permitting a re-sit must be recorded.</p>

	<p>Step 6 – Manual override The ILNO may manually override an LLND tool result only in limited, documented circumstances. Reasons for override must be recorded on the student file together with supporting evidence and the final decision.</p> <p>Step 7 – Implement support Where the student is assessed as Suitable with support or conditions, AACI will document the support arrangements in an ILP or equivalent record and notify relevant staff on a need-to-know basis.</p> <p>Step 8 – Communicate outcome AACI will advise the prospective student of the suitability decision and any support conditions or referral options by documented communication.</p> <p>Step 9 – Post-enrolment review Where LLND concerns are identified after commencement, AACI may conduct a further LLND review and implement an ILP or additional learner support.</p> <p>Recordkeeping AACI will retain evidence of:</p> <ul style="list-style-type: none"> • LLN Robot results • Digital Robot results • oral communication notes • interview notes • re-sit approvals and outcomes • manual overrides and reasons • suitability decisions and reasons • ILPs and support records • communications to the student.
<p>Monitoring and review</p>	<p>AACI will review this Policy and Procedure at least annually and earlier where required by:</p> <ul style="list-style-type: none"> • changes to ASQA standards or guidance • identified enrolment suitability issues • learner support trends • internal audit findings • continuous improvement actions.
<p>Previously completed a LLND assessment</p> <p>Actions and Conditions</p>	<p>If an existing AACI student has previously completed a LLND Assessment at AACI and/or provides evidence of their LLND level, the <i>Individual Learning Officer</i> will make a determination as to whether the</p>

	<p>student needs to complete another LLND assessment if they intend to undertake another qualification at AACI.</p> <p>This determination is usually done via a telephone call/email with the prospective student. This will also help determine whether the student will require support for their new qualification.</p> <p>If a Learner undertaking a PTR has already completed a LLND assessment through AACI and their results indicate that they meet entry levels for the course they are seeking enrolment into (<i>or where the LLND had previously been resolved by the ILNO</i>), they do not need to complete a new LLND assessment.</p>
<p>Conditions under which a Learner may Immediately Re-sit the LLN Evaluation</p>	<p>A prospective student shall generally be given the opportunity by AACI to re-sit an LLND Evaluation immediately where one of the following occurs if:</p> <ol style="list-style-type: none"> 1. LLND Assessment evaluation was not fully completed 2. completion of the LLND Assessment was completed in an unusually short time (eg. <i>generally, if LLND Assessment takes 35-50 minutes or less</i>) <i>this may more than likely indicate that the prospective student may not have considered the importance of the LLND evaluation.</i> 3. completion took an unusually long period of time (eg. generally, if LLND Assessment takes 90 minutes or more to complete) this may more than likely indicate that a prospective student was interrupted or distracted. 4. computer or network connectivity issues were experienced by the prospective student. (especially the case in regional & remote areas) 5. a prospective student generally did well, but because they answered some multiple choice incompletely the LLN Robot shall mark the whole question as incorrect. 6. failure occurred for one complete section, but prospective student passed all other sections 7. the audio component failed. <p>The prospective student may select to do a face-to-face (via skype / Zoom) or phone interview if the oral communication sections did not meet the required levels.</p>
<p>Action – If deemed suitable to commence Enrol Application Process with ILP</p>	<p>If a prospective student is deemed suitable for entry into a course with a support plan, (known as an Individual Learning Plan (ILP) the ILNO will notify the relevant course Trainer. They may also make recommendations to support the Trainer and where the training is workplace based, to support the employer and training supervisor in the workplace.</p>

	<p>ILPs are provided to Trainers to access and discuss with students. Other Factors/issues that may be taken into consideration will include the number of staff at a particular Work Placement Clinic, number work placement students and what impact this may have on other students and staff at the Clinic.</p>
<p>Individual Learning Plans (ILP)</p>	<p>Individual Learning Plans are generally developed by the ILNO and/or with course Trainer when</p> <ol style="list-style-type: none"> 1. a prospective student does not meet the minimum LLND requirement but have been admitted to the course or 2. if the prospective student has medical conditions or disabilities which require LLND support. <p>ILP forms part of the Training Plan for a student as they state the extra support agreed to be provided to the student by AACI.</p> <p>ILPs are provided to the Trainer and contact is also made by the Individual Learning Needs Support Officer to discuss the ILP.</p> <p>ILP may also be put together where the initial LLND evaluation to meet the minimum requirements, where the Trainer has identified that the student requires support. In this case, they must contact the Individual Learning Needs Support Officer to record the ILP accordingly.</p> <p>ILP shall outline each LLND Evaluation Results (for each attempt made if more than one attempt was made), the gaps indicated by each ACSF category and recommendations for the Trainer or, in the case of a medical condition or disability, it will outline a management plan if additional support is required externally.</p> <p>All students with ILP will be followed up by the Individual Learning Needs Support Officer who shall schedule follow up calls and/or emails with the Trainer. Generally, the ILP will initially have recommendations discussed and agreed with the student and Trainer and based on the gaps indicated from the evaluation.</p> <p>Follow up calls / emails shall be made after commencement. If a follow up call/email reveals a need for more detailed support or may indicate that the student is having no issues with the course, further discussions will be held between the Trainer, student and ILNO.</p> <p>If a welfare issue is identified, this will be referred to the Trainer.</p> <p>ILPs are copied into the Student File Records and available to course Trainers for access and administration purposes. They are also saved in the student file together with the Training Plan.</p> <p>The ILNO shall then email the course Trainer to inform them that there is an ILP for that particular student.</p>

Additional Learner Support	<p>Learner support resources may include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ AACI LMS LLND support resources ▪ Language, Literacy, Numeracy and Digital (LLND) Skills support ▪ Reasonable Adjustment ▪ Referral to external specialist organisations ▪ assistance in using digital technology for online delivery components aligned to ADCF focus areas. ▪ referral for legal services, counselling, mental health support, housing and tenancy services, cultural issues, financial and health support. ▪ career and industry resources for the Animal Care ▪ educational pathway resources
Evaluation of Digital Literacy Skills Actions	<p>AACI, as part of the PTR process, evaluates a prospective student's digital literacy skills by requiring them to complete the LLN Evaluation online that demonstrates their ability to:</p> <ol style="list-style-type: none"> 1. start, access and logon to a computer 2. logon and use the internet 3. logon and access an email account 4. select a link by clicking a link within an email 5. login into an online database (LLN Robot) 6. use a computer mouse (navigation tool) 7. use a computer keyboard, read and respond to online text questions. <p>A Learner that is capable of navigating and completing the LLN Robot assessment shall be considered to meet the digital literacy requirements.</p> <p>Students who are unable to complete the LLN Robot Evaluation online will be evaluated individually to see whether they meet the digital literacy requirements.</p>
PTR – Oral Communications	<p>In addition, AACI Course Advisor, as part of the PTR process, may conduct and manage a series of questions concerning a prospective student. These responses shall be used to determine whether the prospective student has suitable oral communication skills.</p>
Action – Learner Deemed not suitable	<p>If a prospective student is deemed not suitable for a course the ILNO will contact the Learner and inform them of the decision and any further options available that may include.</p> <ul style="list-style-type: none"> • If the determination is made that a course may not be suitable for a prospective student to undertake, they may be referred to complete a lower-level course (if applicable) or to a third party to assist them in developing skills to undertake the course in the future.

	<ul style="list-style-type: none"> • If requested, ILNO will research relevant third parties in their local area and make a recommendation. • redirected to a more suitable course if relevant or to external services such as an RTO that specialises in LLN development that may support their future learning options. 										
<p>Conditions under which the ILNO may manually override the LLN Robot evaluation results</p>	<p>The ILNO may manually overturn the results of LLND Evaluation will do so under limited conditions that may include</p> <ol style="list-style-type: none"> 1. when prospective student answered all questions in capital letters (LLN Robot automatically ‘fails’ students for answering with all capital letters even if their answers are correct) then ILNO (Individual Learning Needs Officer) will manually review the questions and if answered correctly will overturn the outcome. <p>The ILNO will document their reasons for their decision to override LLND Evaluation.</p>										
<p>Recording Determination Outcomes on Student File</p> <p>Actions</p>	<p>The outcomes of LLN determinations shall be recorded, stored and documented in AACI Student Management System.</p> <p>Outcomes of LLNDs can be listed in the Student File (For example)</p> <table border="1" data-bbox="507 1115 1407 1317"> <tr> <td>LLN Support</td> <td>LLN Evaluation has been completed and did not meet minimum level in each category</td> </tr> <tr> <td>LLN Support – In Progress</td> <td>The Individual Learning Needs Support Officer is actively working on this support and it is not yet resolved</td> </tr> <tr> <td>LLN Support – Resolved</td> <td>Student was admitted with no ILP in place</td> </tr> <tr> <td>LLN Support – Resolved With ILP</td> <td>Student was admitted with ILP in place</td> </tr> <tr> <td>LLN Support – Resolved Unsuccessful</td> <td>Student was not admitted to course</td> </tr> </table> <p>Additional outcomes will maybe recorded may include</p> <p>‘LLN – ILP follow up’ this is recorded for every conversation with a Trainer and to schedule follow up ‘touch points’.</p> <p>If an Individual Learning Needs Support Officer contacts a student, they will record the event as ‘Student Contact – LLN’.</p>	LLN Support	LLN Evaluation has been completed and did not meet minimum level in each category	LLN Support – In Progress	The Individual Learning Needs Support Officer is actively working on this support and it is not yet resolved	LLN Support – Resolved	Student was admitted with no ILP in place	LLN Support – Resolved With ILP	Student was admitted with ILP in place	LLN Support – Resolved Unsuccessful	Student was not admitted to course
LLN Support	LLN Evaluation has been completed and did not meet minimum level in each category										
LLN Support – In Progress	The Individual Learning Needs Support Officer is actively working on this support and it is not yet resolved										
LLN Support – Resolved	Student was admitted with no ILP in place										
LLN Support – Resolved With ILP	Student was admitted with ILP in place										
LLN Support – Resolved Unsuccessful	Student was not admitted to course										
<p>Definitions</p>	<p>Australian Core Skills Framework or ACSF is a framework that identifies Five Core Skills, namely: Learning, Reading, Writing, Oral Communication and Numeracy.</p> <p>Australian Digital Capability Framework (ADCF) assesses a learners capability across the five ADCF focus area (see above)</p> <p>Core Skills means the Five Core Skills are identified in the Core Skills Framework (ACSF) as being critical to almost all areas of work, that impact and influence the performance of workplace tasks. (eg comprehending written work instructions. (www.education.gov.au/australian-core-skills-framework))</p> <p>Diagnostic assessments are designed to formally assess the ACSF performance levels of learners and involve a set of assessment tasks and detailed conversation with the learner. The assessment</p>										

tasks would be chosen according to their relevance to the course or qualification that the learner is undertaking.

Digital Robot assesses student competence across the five ADCF focus area (see above)

Indicative assessments are often used by RTOs before a vocational training course begins to identify the approximate performance levels of students and determine whether they will need LLN assistance.

Dimensions means the term used to describe the 3 dimensions of a Core Skill namely; *Level of Performance, Variables of Performance and Domains of Communication.*

Domains of Communication refers to the broad contexts in which core skill may be used that are: *personal and community; workplace and employment and education and training.*

“External LLN resource provider” means resources that are owned and controlled by a legal entity other than AACI.

“Entry Requirements” or **“Course Entry Requirement”** are those requirements to entry a course as determined by AACI with reference from the relevant TAS, Training Package and LLN Requirements identified by LLN Robot for a course.

“INLO” or **“Individual Needs Learning Officer”** means a person that evaluates a Learners’ needs including LLN Robot results for students that do not meet minimum course entry requirements.

“Learner” refers to a person enrolled (Student) or seeking to enrol (prospective student) in any course or unit of study at AACI that is based in Australia or an overseas based learner.

Level of Performance means one of the five levels of performance, ranging from 1 (lowest level of performance) to 5. Each level of performance has indicators that describe the person’s achievement at that level.

Individual Learning Plans or **ILP** mean a plan created by the Individual Learning Needs Officer for a student that does not meet the minimum LLN requirement but has been admitted to the course or if the student has medical conditions or disabilities which require support. **ILPs form part of the Training Plan** as they state extra support agreed to be provided to the student. A ILP outlines the LLN Evaluation results including the gaps indicated by each ACSF Core Skill and recommendations for the Trainer or, in the case of a medical condition or disability, it will outline a management plan if additional support is required.

Language, Literacy and Numeracy’ or **(LLN)** describes three separate components in the way words and numbers are used to communicate ideas or information.

Language refers to the words used to communicate. Individuals that speak English as a second language can have language difficulties if their command of English is not up the standard required for the level of communication they're involved in.

Literacy is the ability to read and write. This includes 'critical thinking', which enables a person to understand what they're reading and express thoughts clearly in their writing.

Numeracy is the ability to use numbers. It ranges from simple mathematics to the use of graphs and analytical tables.

LLN Robot is an online system that combines ACSF testing, Course profiling and LLN Support into one easy to use software package that has been developed by Learning Resource s Group website and was approved by Department of Education. LLN Robot determines ACSF profile of every current national unit of competency from Certificate 1 to Diploma. The ACSF scores for units/qualifications are sourced directly from publications provided by training package owners and calculated by the LLN Robot system. LLN Robot uses a purpose built a diagnostic tool to determine the required ACSF/core skill levels of a unit of competency by using trigger words and phrase analysis software. The LLN Robot system uses a series of language analysis algorithms to

	<p>scan the content of a unit of competency to identify trigger words and phrases and their associated values based on the training package, ACSF performance indicators and the AQF (certificate) level of the unit. This data is used to generate a training profile that reflects the core skills required to understand and perform the criteria outlined in the unit.</p> <p>LLN Robot Results means the ACSF results received by prospective students after completing online LLN Assessment evaluation for a course or unit.</p> <p>LLN Evaluation means a determination of prospective students LLN core skills based on their LLN Robot Assessment Results that provide detailed reports highlighting and providing recommendations for the gaps between a prospective students' current skills and the course profile, Digital Literacy and Oral Communication responses that are contained in the LLN Report.</p> <p>LLN Report means the final determination that may include customised self-paced LLN Training Supplements for Students to complete before or during the course to satisfy the LLN Gap and LLN Robot Results, ILP, Digital Literacy and <i>Oral Communication assessment</i></p> <p>LLN Gap means the identify gap between a prospective students' current Core Skills and the course ACSF profile.</p> <p>LLN Supplement means the LLN Support undertaken by the student over the course of their studies assisted by the course Trainer.</p> <p>Oral Communication assessment means AACI Student Support Officer shall answer a series of questions concerning the prospective student response to a series of questions that shall be used to determines the prospective students' oral communication skills</p> <p>Variables of Performance refers to four performance variables that may influence a person's performance in the core skills that are: the nature and amount of support provided; how familiar the context is; how complex the text is and how complex the task is.</p>
<p>Related Regulations & Guidance</p>	<p>ASQA 2025 Standards:</p> <ul style="list-style-type: none"> • Standard 2.1 – Information • Standard 2.2 – Suitability of training products • Standard 2.3 – Training support <p>Relevant ASQA Practice Guides</p> <ul style="list-style-type: none"> • Practice Guide – Information • Practice Guide – Training support <p>Australian Core Skills Framework (ACSF) Australian Digital Capability Framework (ADCF) Australian Qualifications Framework (AQF)</p> <p>National Vocational Education and Training Regulator Act 2011 (Cth) Users' Guide for the Standards for Registered Training Organisations 2015</p>
<p>Related Policies and Procedures</p>	<ul style="list-style-type: none"> • Learner Support Policy and Procedure • Disability / Reasonable Adjustment Policy and Procedure • Assessment Policy and Procedure • Enrolment Policy and Procedure • Student Information Guide • PTR Policy - forms and interview tools.

	<p>Assessment Policy and Procedure Industry Engagement Policy and Procedure Risk Management Policy and Procedure Continuous Improvement Policy and Procedure</p>
Related Documents	<p>Pre-Enrolment Pack (see contents list Appendix 1) Completion of Pre Training Review Process PTR Application form PTR interview (LLN Interview) LLND and Learner Support Resources Policy and Procedure</p>

Appendix 1

Pre-Enrolment Information Pack Contents
Emailed or linked and / or available on AACI website

Student Handbook (Student Information Guide) (SIG)
Course Brochures
Pre-Training Review Application
Language, Literacy, Numeracy and Digital (LLND) Policy & Procedure & Process
Fees and Charges Policy and Procedure
Refund Policy
Scholarships Terms and Conditions
Statement of Fees
Refund Policy
Assessment Policy
Enrolment Policy
Students with Special Needs
Disability Policy
Assessment Policy
Course Design Delivery
Training Package Transitional Arrangements
Access and Equity Policy

Schedule 1

Guide Literacy and Numeracy Skills Levels

This guide below will assist you in choosing the most appropriate level of study at AACI

Literacy

Level 1	This level means you should be able to identify personally relevant information and ideas from texts on highly familiar topics, as well as convey simple ideas, opinions and factual information in writing with limited vocabulary. This is usually the level of non-English speakers or those that may have had problems at school and didn't complete Year 10 in Australia. At this level you will need focussed language, literacy and numeracy courses to prepare you before enrolling in a qualification.
Level 2	This level means you should be able to identify and interpret relevant information and ideas from texts on highly familiar topics, as well as write on familiar topics for a limited range of purposes using simple vocabulary and basic punctuation.
Level 3	You should be able to use a range of reading strategies to evaluate and integrate information and ideas to construct meaning from a range of text types, as well as communicate ideas and information in writing, using appropriate vocabulary, grammar, punctuation and reasonably accurate spelling. This level is the Australian adult average for reading. You will have no problem completing most Certificate IV qualifications.
Level 4	This level means you should be able to interpret and critically analyse complex texts, as well as communicate complex ideas and information in writing, displaying a broad vocabulary and accurate spelling and punctuation. This level is generally required for most Diploma qualifications.
Level 5	This level means you should be able to organise, evaluate and critique ideas from a range of complex texts, as well as generate complex written text, demonstrating sophisticated writing skills.

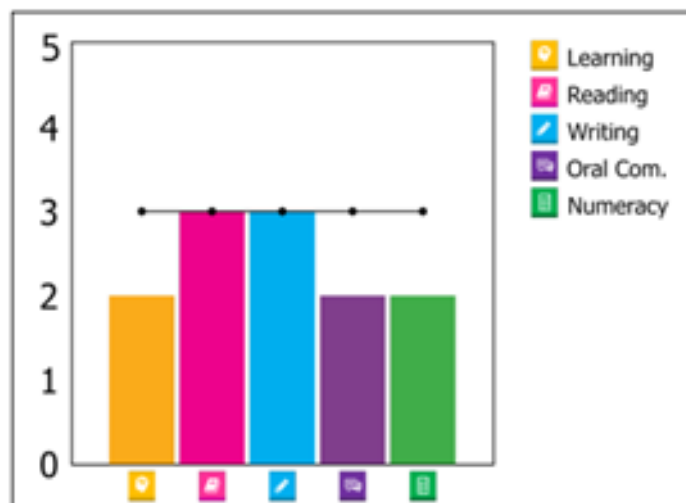
Numeracy

Level 1	This level means you should be able to use everyday language or simple written symbols to communicate maths information. At this level you will usually need focussed language, literacy and numeracy courses to prepare you before enrolling in a qualification.
Level 2	This is the Australian adult average for numeracy. At this level you should be able to identify, understand and communicate relevant maths information and use strategies to solve familiar problems.
Level 3	This level means you should be able to understand and interpret maths information and apply problem solving strategies in a range of familiar and some less familiar contexts. You will have no problem completing most Certificate IV qualifications.
Level 4	This level means you should be able to interpret, extract and evaluate mathematical information embedded in a range of tasks and texts and apply appropriate problem solving methods. This level is generally required for most Diploma qualifications.
Level 5	This level means you should be able to understand tasks that include formal mathematical symbols and language and apply highly developed problem solving strategies in a broad range of contexts.

Schedule 2 – ACSF Core Skill Levels

ACM10121 - Certificate I in Animal Care Industry Pathways

This diagram from LLN Robot indicates the ACSF Core Skill levels of a student that has successfully completed, (graduated) from this particular qualification.

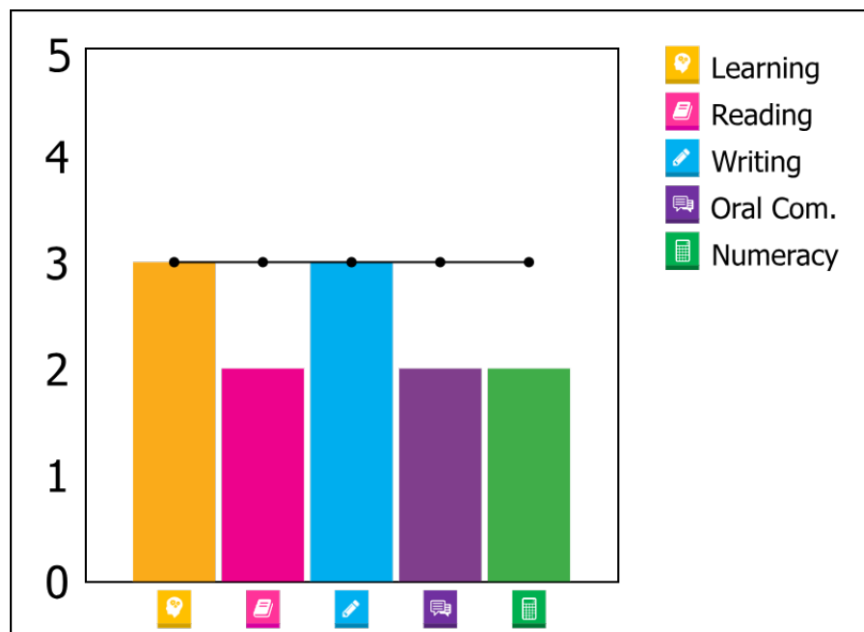


If required a ***LLN Training Supplement*** will be generated specifically for the needs of each learner by LLN Robot in addition to AACI's LLN Resources. The training supplement contains a series of lessons and activities that should be used in conjunction with the formal training program you are delivering, and any other recommendations made in the LLN Robot report for each student result.

Schedule 3 ACSF Core Skill Levels

ACM20121 Certificate II in Animal Care

This diagram from LLN Robot indicates the ACSF Core Skill levels of a student that has successfully completed, (graduated) from this particular qualification.

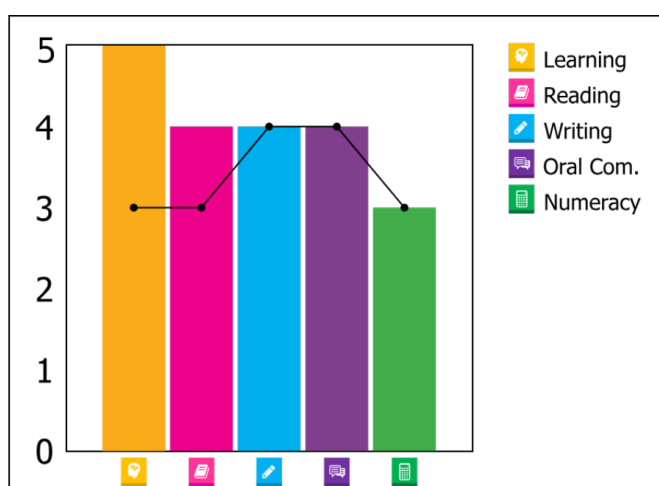


If required a LLN Training Supplement will be generated specifically for the needs of each learner by LLN Robot in addition to AACI’s LLN Resources. The training supplement contains a series of lessons and activities that should be used in conjunction with the formal training program you are delivering, and any other recommendations made in the LLN Robot report for each student result.

Schedule 4 ACSF Core Skill Levels

ACM40418 Certificate IV in Veterinary Nursing

This diagram from LLN Robot indicates the ACSF Core Skill levels of a student that has successfully completed, (graduated) from this particular qualification.



If required a LLN Training Supplement will be generated specifically for the needs of each learner by LLN Robot in addition to AACI's LLN Resources. The training supplement contains a series of lessons and activities that should be used in conjunction with the formal training program you are delivering, and any other recommendations made in the LLN Robot report for each student result.

Learning

LLN Robot is an Online LLN Assessment and does not test above level 4 in any core skill.

If a prospective students "Learning" band level that is at 3 then AACI's ILNO shall determine if the Learner will require coaching, support and assistance to reach level 5 during the training.

If the learner's LLN Robot's results are at **Level 4 for "Learning"** the Learner may or may not need additional assistance to develop these skills further.

If the learner's LLN Robot's results for "Learning" are at **Level 3 the following are techniques adopted by AACI for upskilling from Level 3 to Level 4:**

- Seek feedback from experienced persons to improve their level of performance and support the development of their skills.
- Act in a leadership role as part of a group exercise which includes some organisation and problem solving.
- Access and use software and computer systems to locate or use relevant information.
- Use email, blogs, internet, wikis, discussion boards and forums to support the learning experience.
- Use the internet to conduct in-depth research for a complex task or topic.

ACSF Support Plan would recommend these units as a priority for learners to develop these skills:

- SIRXHWB002 Promote workplace health and wellbeing
- ACMGEN315 Communicate effectively with clients and team members
- ACMSUS401 Implement and monitor environmentally sustainable work practices
- ACMVET401 Coordinate veterinary reception duties

Reading

If a prospective learner's LLN Robot's results are at **Level 3 for "Reading"**, then throughout the training the learner should be given opportunities to carry out tasks similar to those listed here (appropriate to course and job role) to support the development of their skills to ACSF level 4 in Reading:

- Read a range of texts written from different perspectives to form an opinion about a central idea or topic.
- Access technical texts relevant to job role and relevant technology to improve understanding and knowledge of a process.
- Read and reflect on the usefulness of different texts to meet a specific purpose.(eg identify relevance, bias and currency.
- Identify and use specialised vocabulary and acronyms relevant to subject of study.
- Access complex or technical texts that require the consideration of theoretical information or situations to infer a reasonable conclusion based on evidence and reflection (e.g. legislation, codes of practice, statistical information, complex reports, evaluations and assessments).

These tasks will assist the learner to develop reading, research and critical thinking skills

ACSF Support Plan would recommend these units as a priority for learners to develop these skills:

- SIRXHWB002 Promote workplace health and wellbeing
- ACMGEN315 Communicate effectively with clients and team members

If required a LLN Training Supplement will be generated specifically for the needs of each learner by LLN Robot in addition to AACI's LLN Resources. The training supplement contains a series of lessons and activities that should be used in conjunction with the formal training program you are delivering, and any other recommendations made in the LLN Robot report for each student result.

**Version Control and Responsible Officers
Review / amendment history**

Policy Approved by: Chief Executive Officer / RTO Manager

Responsible Officer: Chief Executive Officer / RTO Manager

Next Policy Review Date: 1 Sept 2026

Version	Date	Details
1.0	4 August 2021	Policy approved and issued
2.0	1 March 2022	Minor Changes
3.0	1 September 2022	RTO Registration TOID and contact details
4.0	1 May 2023	Updated LLN Guide and overseas based students clarified and updated
5.0	1 September 2024	Formatting - Minor Changes
6.0	1 Sept 2025	Major Updates arising from introduction of ASQA 2025 Standards: <ul style="list-style-type: none"> • Standard 2.1 – Information • Standard 2.2 – Suitability of training products • Standard 2.3 – Training support Relevant ASQA Practice Guides <ul style="list-style-type: none"> • Practice Guide – Information • Practice Guide – Training support

Contact AACI for further information concerning this policy
support@aac.edu.au