

POLICY	LLND Learner Support Resources Policy
ASQA 2025 Standards	Outcome Standards
<p><b>Purpose</b></p>	<p>This Policy and Procedure ensures AACI makes appropriate <b>LLND learner support resources</b> available to students whose language, literacy, numeracy or digital capability needs have been identified through the Pre-Training Review process or after enrolment.</p> <p>It establishes how AACI:</p> <ul style="list-style-type: none"> <li>• identifies the need for LLND learner support resources,</li> <li>• determines which resources or support arrangements are appropriate,</li> <li>• communicates access to those resources,</li> <li>• documents support decisions,</li> </ul> <p>and reviews whether the support remains appropriate and effective</p>
<p><b>Scope</b></p>	<p>This Policy and Procedure applies to:</p> <ul style="list-style-type: none"> <li>• all prospective students and enrolled students where LLND support needs are identified,</li> <li>• all AACI staff involved in pre-enrolment, learner support, LLND review, training delivery and student administration,</li> </ul> <p>LLND support resources provided directly by AACI or recommended through external.</p>
<p><b>Policy Statement</b></p>	<p>AACI is committed to supporting students to participate successfully in training by making appropriate LLND learner support resources available where need is identified.</p> <p>AACI will ensure that:</p> <ul style="list-style-type: none"> <li>• LLND support resource decisions are based on documented review of student need,</li> <li>• support resources are aligned to the student’s course requirements and support needs,</li> <li>• students are informed about available support and how to access it,</li> <li>• support arrangements are documented and reviewed,</li> </ul> <p>and support resources are used as part of, but do not replace, AACI’s broader course suitability and training support obligations.</p>
<p><b>Policy Principles</b></p>	<p>AACI will ensure that:</p> <ol style="list-style-type: none"> <li>1. LLND support resources are linked to identified student need</li> <li>2. support resources are considered before enrolment where possible and after enrolment where necessary</li> <li>3. support decisions are made by AACI staff, not by automated tool results alone</li> <li>4. students are informed clearly about support options and how to access them</li> <li>5. where support needs are significant, an <b>Individual Learning Plan (ILP)</b> may be developed</li> </ol>

	<p>6. where internal support is insufficient, AACI may recommend external referral</p> <p>7. support arrangements are reviewed for effectiveness</p>
<p><b>Responsibilities</b></p>	<p><b>Chief Executive Officer / RTO Manager</b> Has overall responsibility for ensuring AACI maintains an effective learner support system.</p> <p><b>Individual Learning Needs Officer (ILNO)</b> Reviews student LLND evidence, determines the type of support resources required, decides whether an ILP is needed, documents the decision, and communicates support arrangements to relevant staff and the student.</p> <p><b>Student Administration / Course Advisor / Student Support staff</b> Provide students with information about available support, help students access approved resources, maintain relevant records, and escalate concerns where additional review is needed.</p> <p><b>Trainers and Assessors</b> Implement approved support arrangements within their role, advise students of available resources, monitor learner progress, and notify the ILNO if further support is needed.</p>
<p><b>Individual Learning Needs Officer (ILNO)</b></p>	<p>AACI’s ILNO will assess each Learner’s LLND Evaluation results, and a learner’s suitability for the selected course and whether to put in place an Individual Learning Plan (ILP) or where the PTR identifies any additional support might be needed by the student and developed in consultation with the student as required.</p> <p>The ILNO shall make a determination as to whether the Learner is admitted to the course with or without Individual Learning Plan (ILP) or not. Individual Learning Plans are generally developed by the ILNO and/or with course Trainer when</p> <ol style="list-style-type: none"> <li>1. a prospective student does not meet the minimum LLND requirement but has been admitted to the course or</li> <li>2. if the prospective student has medical conditions or disabilities which require support.</li> </ol> <p>AACI’s ILNO shall ensure appropriate LLND and Learner Support Resources are available to all AACI enrolled students.</p> <p>The ILNO shall inform student and Trainers of any Individual Learning Plans and ensure availability and access to LLND Support Resources are in place for all students that may include”</p>

	<ul style="list-style-type: none"> <li>▪ LLN resources on AACI Learning Management System (LMS)</li> <li>▪ LLN resources at <a href="https://ala.asn.au/lln-network/">https://ala.asn.au/lln-network/</a></li> <li>▪ Digital Capability resources on AACI LMS</li> <li>▪ any recommended Reasonable Adjustment to assessments</li> <li>▪ external specialist organisations including LLN Robot resources</li> <li>▪ digital technology assistance and resources.</li> <li>▪ referral for legal services, counselling, mental health support, housing and tenancy services, financial and health support.</li> <li>▪ career and industry resources for the Animal Care and Management sector</li> <li>▪ educational pathway resources</li> </ul>
<p><b>Policy requirements</b></p>	<p><b>1. Identifying need for support resources</b></p> <p>AACI may identify the need for LLND learner support resources through:</p> <ul style="list-style-type: none"> <li>• Pre-Training Review,</li> <li>• LLN and digital capability review results,</li> <li>• oral communication observations,</li> <li>• learner self-disclosure,</li> <li>• trainer or assessor observations,</li> <li>• learner progress concerns after enrolment,</li> <li>• or review of disability, medical or support-related information relevant to participation.</li> </ul> <p><b>2. Types of support resources</b></p> <p>AACI may provide or recommend support resources such as:</p> <ul style="list-style-type: none"> <li>• LLN resources on the AACI Learning Management System,</li> <li>• digital capability resources on the AACI LMS,</li> <li>• course-specific support resources,</li> <li>• trainer guidance and additional coaching,</li> <li>• support materials linked to LLN Robot or Digital Robot outputs,</li> <li>• external LLN support resources,</li> <li>• referral to specialist services where appropriate,</li> <li>• career, pathway or industry support resources,</li> <li>• other learner support arrangements identified by AACI.</li> </ul> <p><b>3. ILPs and targeted support</b></p> <p>Where a student has identified LLND gaps or broader participation barriers, the ILNO may determine that an <b>ILP</b> is required. An ILP may be used where:</p> <ul style="list-style-type: none"> <li>• the student is admitted with support needs,</li> <li>• the student does not meet the recommended LLND entry level but has been accepted with support,</li> <li>• post-enrolment review identifies support gaps,</li> <li>• or related support needs require coordinated action.</li> </ul> <p><b>4. External referrals</b></p> <p>Where AACI considers that additional specialist support may assist the student, AACI may recommend external services or organisations. External referral does</p>

	<p>not remove AACI's own support obligations within the scope of its training services.</p> <p><b>5. Limits of support resources</b></p> <p>The existence of LLND learner support resources does not by itself make an otherwise unsuitable enrolment suitable. AACI will not rely on support resources alone where the student is unlikely to succeed in the course even with the support available</p>
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PROCEDURE	LLN Learner Support Resources
Steps	<p><b>Step 1 – Review student need</b></p> <p>The ILNO reviews the student’s LLND-related evidence, which may include:</p> <ul style="list-style-type: none"> <li>• LLN and digital capability results,</li> <li>• Pre-Training Review outcomes,</li> <li>• oral communication observations,</li> <li>• student disclosures,</li> <li>• trainer feedback,</li> <li>• and any relevant support information.</li> </ul> <p><b>Step 2 – Determine support outcome</b></p> <p>The ILNO determines which of the following support outcomes applies:</p> <ul style="list-style-type: none"> <li>• general LLND resources only,</li> <li>• targeted LLND learner support resources,</li> <li>• ILP required,</li> <li>• external referral recommended,</li> <li>• further review required.</li> </ul> <p><b>Step 3 – Document the decision</b></p> <p>AACI records:</p> <ul style="list-style-type: none"> <li>• the support need identified,</li> <li>• the support outcome,</li> <li>• any ILP requirement,</li> <li>• any external referral recommendation,</li> <li>• the staff member making the decision,</li> <li>• and the date of the decision.</li> </ul> <p><b>Step 4 – Inform the student</b></p> <p>The student is advised of:</p> <ul style="list-style-type: none"> <li>• the support resources available,</li> <li>• how to access them,</li> <li>• any ILP or support expectations,</li> <li>• and any follow-up arrangements.</li> </ul> <p><b>Step 5 – Inform relevant staff</b></p> <p>Where support arrangements affect delivery, relevant trainers, assessors or support staff are informed on a need-to-know basis so that agreed support can be implemented.</p> <p><b>Step 6 – Review effectiveness</b></p> <p>AACI reviews support arrangements through learner progress, trainer feedback, student feedback and any further support concerns. Where resources are not effective, AACI may revise the support strategy, implement an ILP, refer to another policy process, or reconsider course suitability.</p> <p><b>Recordkeeping</b></p>

	<p>AACI will retain evidence of:</p> <ul style="list-style-type: none"> <li>• support resource decisions,</li> <li>• ILP decisions and plans,</li> <li>• student communications,</li> <li>• trainer notifications where relevant,</li> <li>• external referral recommendations,</li> <li>• and review/follow-up actions.</li> </ul>
<b>Related Regulations &amp; Guidance</b>	<p>Standards for Registered Training Organisations 2025 Outcome Standards for Registered Training Organisations) Instrument 2025 Relevant standards:</p> <ul style="list-style-type: none"> <li>• <b>Standard 2.1 – Information</b></li> <li>• <b>Standard 2.2 – Suitability of training products</b></li> <li>• <b>Standard 2.3 – Training support</b></li> </ul> <p><b>Relevant ASQA Practice Guides</b></p> <ul style="list-style-type: none"> <li>• <b>Practice Guide – Information</b></li> <li>• <b>Practice Guide – Training support.</b></li> </ul> <p>Australian Core Skills Framework (ACSF) Australian Digital Capability Framework (ADCF) Australian Qualifications Framework (AQF)</p>
<b>Related Policies and Procedures</b>	<p>Pre-Training Review <b>Policy and Procedure</b> Enrolment Policy and Procedure Assessment Policy and Procedure Industry Engagement Policy and Procedure Risk Management Policy and Procedure Continuous Improvement Policy and Procedure <b>LLND Policy, Procedure</b> and PROCESS (Language, Literacy, Numeracy and Digital (LLND) Policy &amp; Procedure &amp; Process)</p>
<b>Related Documents</b>	<p>Pre-Enrolment Pack (see contents list contained LLN Policy and Procedure Appendix 1) Completion of Pre Training Review Process PTR Application form</p>
<b>Definitions</b>	<p>As per Language, Literacy, Numeracy and Digital (LLND) Policy &amp; Procedure &amp; Process</p> <p><b>Definitions</b> <b>LLND</b> means language, literacy, numeracy and digital capability. <b>Learner support resources</b> means learning, support, referral or adjustment resources made available to support a student’s participation and progress where LLND needs are identified.</p>

	<p><b>Individual Learning Needs Officer (ILNO)</b> means the AACI officer authorised to review LLND results, determine support needs, approve learner support actions and decide whether an <b>Individual Learning Plan</b> is required.</p> <p><b>Individual Learning Plan (ILP)</b> means a documented support plan outlining agreed learner support strategies, responsibilities and follow-up arrangements.</p> <p><b>External referral</b> means referral or recommendation to a service or organisation outside AACI where additional specialist support may assist the student.</p>
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## 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 June 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, ACSF references and ILP
5.0	1 September 2024	Updates – Reference to ASQA 2025 Standards
6.0	1 June 2025	Updates arising from introduction of ASQA 2025 Standards Outcome Standards for Registered Training Organisations) Instrument 2025 Relevant standards: <ul style="list-style-type: none"> <li>• <b>Standard 2.1 – Information</b></li> <li>• <b>Standard 2.2 – Suitability of training products</b></li> <li>• <b>Standard 2.3 – Training support</b></li> </ul> Relevant ASQA Practice Guides <ul style="list-style-type: none"> <li>• <b>Practice Guide – Information</b></li> <li>• <b>Practice Guide – Training support.</b></li> </ul>

Contact AACI for further information concerning this policy

[support@aac.edu.au](mailto:support@aac.edu.au)