



Driver Academy
AUSTRALIA

RTO 46350

Language, Literacy, Numeracy and Digital Literacy (LLND) Policy and Procedures

Version 1.1 – March 2026

Website: www.driveracademyaustralia.com.au

Email: enquires@driveracademyaustralia.com.au

Mobile: 0415 059 019

Address: 20 Elizabeth Street, Tanunda SA 5352

Version Control

Item	Summary of update	Version	Review date
1	New comprehensive Policy and Procedures document created	V1.0	02/03/2026
2	Additional content added regarding support services available.	V1.1	02/03/2026

Quality area	Governance; Accountability; Trainer Compliance
Author	Driver Academy Australia / Access Industry Solutions
Status	Approved
Approved by	Paul Tanner
Approval Date	03/03/2026

Copyright

Copyright, Intellectual Property, Professional Lien and Moral Rights

1. Ownership of Intellectual Property

All intellectual property rights, including copyright and any other proprietary or statutory rights, in all documents, materials, works, deliverables, methodologies, templates, frameworks, training and assessment materials, reports, data, and other content created, authored, developed, or supplied by AIS (the *Works*), whether in draft or final form, remain the sole and exclusive property of AIS, unless expressly agreed otherwise in writing. No right, title, or interest in the Works is transferred to the Client except as expressly set out in the Client Services Agreement and this copyright notice.

2. Entity-Specific Use and Non-Transferability

Any licence or right granted under this Agreement to use the Works is granted solely to the specific legal entity identified as the Client in the Client Services Agreement.

The licence:

- is personal to that entity; and
- must not be assigned, transferred, sublicensed, novated, shared, or otherwise made available to any other entity, including (without limitation) related bodies corporate, partners, shareholders, directors, officers, contractors, affiliates, successors, stakeholders, joint venture participants, or any other third party, whether now or at any time in the future, without the prior written consent of AIS, which may be granted or withheld in AIS's absolute discretion.

Any unauthorised transfer, sharing, or use of the Works by another entity constitutes a material breach of the Client Services Agreement and an infringement of AIS's intellectual property rights.

3. Professional Lien

AIS retains a professional lien over all Works created or supplied under the Client Services Agreement and this copyright notice.

Notwithstanding any other provision of the Client Services Agreement:

- AIS is not required to release, licence, assign, or provide final or editable versions of any Works; and
- the Client acquires no right to use, reproduce, publish, distribute, or rely upon the Works, until all outstanding invoices, fees, disbursements, and any accrued interest owing to AIS have been paid in full.

This lien survives termination or expiry of the Agreement.

4. Limited Licence (If Applicable)

Subject to full payment of all amounts owing, AIS may grant the Client a non-exclusive, non-transferable, non-sublicensable, revocable licence to use the Works solely for the purpose expressly agreed in writing and only for the benefit of the Client entity named in the Client Services Agreement.

Any use outside that agreed purpose or by any other entity constitutes an infringement of AIS's intellectual property rights.

5. Moral Rights and Integrity of Works

AIS does not waive and expressly reserves all moral rights (as defined in the *Copyright Amendment (Moral Rights) Act 2000 (Cth)*) in respect of all Works created by AIS under the Client Services Agreement and this copyright notice.

Without limiting the foregoing, the Client must not, without the prior written consent of AIS (which may be granted or withheld in AIS's absolute discretion):

- a) fail to attribute AIS as the author of the Works, or falsely attribute the Works to another person;
- b) amend, adapt, edit, alter, distort, crop, reformat, translate, excerpt, or otherwise modify the Works; or
- c) (c) do, or omit to do, any act in relation to the Works that would, or may reasonably be expected to, be prejudicial to AIS's honour, professional reputation, or standing.

6. Conditions on Consent

Where AIS provides consent under this notice, such consent may be subject to **reasonable conditions**, including but not limited to:

- mandatory attribution wording;
- quality control and audit requirements;
- version control and approval processes;
- restrictions on context, audience, format, or medium of use; and
- immediate withdrawal of consent if conditions are breached.
-

7. No Implied Consent

Nothing in this Agreement, any Client Services Contract, Statement of Work, or related document operates as a consent by AIS to any act or omission that would infringe AIS's moral rights or intellectual property rights, except to the extent expressly agreed in writing by AIS.

8. Survival

This clause survives termination or expiry of any Agreement and continues in full force and effect.

Contents

Purpose.....	5
Definitions.....	5
Scope.....	6
Responsibilities.....	6
Alignment.....	6
Policy	14
Principles.....	14
Staff and Trainers’ Responsibilities.....	15
Mapping Core Skills Requirements	16
Procedures.....	16
Needs Identification	16
Processes	17
Learner Support Services.....	18
LLND Waiver Policy and Procedures	18
Access and Equity.....	19
Adjustments to Learning and Assessment Processes.....	19
Confidentiality	20
Complaints or Appeals involving LLND impacted Learners.....	20
Policy Governance	20

Purpose

The purpose of this policy is to outline the principles and procedures for Driver Academy Australia (The Academy) (including its trainers and assessors) to be able to identify LLND skill levels of its learners at time of enrolment, and to assist its learners with the LLND skills needs to provide them with optimum opportunity to complete their learning and assessment requirements, when undertaking a course with The Academy.

The Academy understands the importance of skills in Language, Literacy, Numeracy and Digital Literacy (LLND) and recognizes that many adults undertaking study do not have the required LLND skills to effectively participate in training and workplace communication.

This policy and procedures align with and comply with the *Outcome Standards and Compliance Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instruments 2025*.

Definitions

- **ASQA** means Australian Skills Quality Authority, the national VET regulator and the RTO's registering body.
- **LLND** means Language, Literacy, Numeracy and Digital Literacy skills required to complete a certain level of AQF qualification. Skills are measured according to the ACSF framework.
- **DLSF** means Digital Language Skills Framework, the Australian framework developed to outline the skills needed to use digital technologies to achieve personal, educational, and employment goals. It is integrated with the [Australian Core Skills Framework \(ACSF\)](#) and provides a systematic approach to benchmarking, teaching, and describing digital literacy across various levels of complexity in different contexts, such as personal, workplace, and education.
- **ACSF** means the Australian Core Skills Framework, which consists of Reading, Writing, Numeracy, Oral Communication and Learning. Each core skill, also known as a 'Macro Skill' is measured in 5 levels. The ACSF levels are not equivalent to the AQF levels from the qualification framework.
- **Compliance Standards** refers to the Compliance Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025.
- **Outcome Standards** refers to the Outcome Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025.
- **Training Plan** (or Individual Learning Plan) means the individual plan designed to suit a particular learner to ensure effective and timely completion of their course studies and in line with their expected outcome. This should include learning support strategies in language, literacy, numeracy and digital literacy.
- **Reasonable Adjustment** is a legally required modification to the learning environment, training delivery, or assessment to ensure learners with a disability or ongoing ill health can participate on the same basis as others. These adjustments are individualized, designed to remove barriers, and do not provide an unfair advantage; they can include changing physical spaces, modifying software, adjusting assessment timing, or providing accessible materials.
- **Mode of delivery** means the methods adopted by the Academy to deliver training and assessment services to VET students.

- **RTO** means Registered Training Organisation.
- **Services** means training, assessment, related educational and support services and/or activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.

Scope

This policy applies to all Academy management, trainers and assessors across all RTO-operated locations, as well as any individuals – including but not limited to current and future learners – enrolled / enrolling in the Academy. It covers all activities conducted by The Academy, including training, assessment, support services, administration, and other operational functions.

Responsibilities

- Chief Executive Officer / Training Manager
- RTO Manager
- Compliance Manager
- Trainers and Assessors
- Student Liaison Team

Alignment

Outcome Standards and Compliance Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instruments 2025*

**Please note: the information below, including number formatting, while inconsistent, is a direct reflection of the regulatory instruments and number formatting as endorsed by the regulator ASQA.*

Outcome Standards:

Standard 1.1

Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) training is consistent with the requirements of the training product;
- (b) the modes of delivery enable VET students to attain skills and knowledge consistent with the training product;
- (c) training is structured and paced to support VET students to progress, providing sufficient time for instruction, practice, feedback and assessment;
- (d) training techniques, activities and resources engage VET students and support their understanding; and

- (e) where the training product requires work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.

Assessment

Standard 1.3:

The assessment system is fit-for-purpose and consistent with the training product.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) the assessment is consistent with the requirements of the training product;
- (b) assessment tools are reviewed prior to use to ensure assessment can be conducted in a way that is consistent with the principles of assessment and rules of evidence set out under Standard 1.4; and
- (c) the outcomes of any such reviews inform any necessary changes to assessment tools.

Standard 1.4:

The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) the assessment system facilitates assessment which must be conducted in accordance with the following principles:
 - (i) fairness – assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary;
 - (ii) flexibility – assessment is appropriate to the context, training product and VET student, and assesses the VET student’s skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge;
 - (iii) validity – assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting; and
 - (iv) reliability – assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.
- (b) assessors make individual assessment judgements that are justified based on the following rules of evidence:
 - (i) validity – assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product;
 - (ii) sufficiency – the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student’s competency in the skills and knowledge described in the training product;
 - (iii) authenticity – the assessor is assured that a VET student’s assessment evidence is the original and genuine work of that VET student; and
 - (iv) currency – the assessment evidence presented to the assessor documents and demonstrates the VET student’s current skills and knowledge.

Recognition of prior learning and credit transfer

Standard 1.6:

VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the relevant training product.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) VET students are offered opportunities to seek recognition of prior learning and are made aware of the organisation's policies for seeking recognition of prior learning;
- (b) decisions relating to recognition of prior learning are based on evidence of prior skills, learning and experience, and are undertaken in accordance with the organisation's assessment system; and
- (c) decisions relating to recognition of prior learning are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

Standard 1.7

VET students who have completed an equivalent training product are supported to obtain a credit transfer.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) VET students are offered opportunities to seek credit transfer and are made aware of the organisation's policies for seeking credit transfer;
- (b) decisions relating to credit transfer are based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript (unless prevented by licensing or regulatory requirements of the training product); and
- (c) decisions relating to credit transfer are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

Information

Standard 2.1

VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) all information provided to VET students by the organisation or any third parties is clear, accurate and current;
- (b) how it identifies which information VET students require prior to their enrolment and how that information is communicated to VET students prior to their enrolment;
- (c) the following information is easily accessible by VET students:
 - (i) the training product code and title, duration, modes of delivery, training delivery location, training commencement dates, scheduling, any requirements to commence or complete the training product

- including assessment requirements, whether any licencing or occupational licence requirements apply, and details of any third party arrangements that apply to the delivery of the training;
- (ii) the training support services and wellbeing support services that are available to the VET student, and how the student can access those services;
 - (iii) all fees, costs and charges associated with the provision of the training product which VET students may incur, including payment terms and conditions, any applicable refund policies and the availability of any relevant government training entitlements and subsidies; and
 - (iv) any obligations or liabilities which may be imposed on VET students undertaking the training product, including any obligations requiring VET students to acquire any materials, equipment or IT, any costs and processes associated with withdrawing from training, any costs and processes associated with obtaining a Student Identifier, and any requirements for VET students to undertake work placements;
- (d) the organisation provides all VET students with documentation prior to their enrolment or before any fees are required to be paid which sets out
- (i) the training which the organisation or third parties will provide the VET student;
 - (ii) all fees, costs and charges which the VET student will be required to pay; and
 - (iii) any obligations or liabilities which may be imposed by the organisation or third parties on the VET student; and
- (e) that it informs VET students, as soon as practicable, of any changes to training products or the organisation's operations that may affect VET students, including any changes relating to the transition of superseded, deleted, or expired training products.

Standard 2.2

VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) taking into account the requirements of the training product – it has procedures in place to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and digital literacy; and
- (b) based on the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them.

Training support

Standard 2.3

VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) how it determines the training support services to be provided to each VET student and how it makes these training support services available to each VET student;

- (b) VET students have access to trainers, assessors and other staff who are responsible for supporting the VET student;
- (c) VET students are informed by the organisation about how and when they can access trainers, assessors and other staff who are responsible for supporting the VET student; and
- (d) queries from VET students are responded to in a timely manner.

Standard 2.4

Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) VET students are supported to disclose their disability, if the VET student wishes to do so;
- (b) reasonable adjustments are made for VET students with disability where appropriate; and
- (c) where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the VET student as soon as reasonably practicable.

Diversity and inclusion

Standard 2.5

The learning environment promotes and supports the diversity of VET students.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) it fosters a safe and inclusive learning environment for VET students; and
- (b) it fosters a culturally safe learning environment for First Nations people.

Wellbeing

Standard 2.6

The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.

An NVR registered training organisation demonstrates:

- (a) it identifies, by reference to the training product content, the wellbeing needs of the VET student cohort and appropriate wellbeing support services; and
- (b) it advises the VET student cohort of the availability of wellbeing support services, and any organisation students can contact, or additional action students can take to support their wellbeing.

Feedback, complaints and appeals

Standard 2.7

Feedback and complaints management addresses concerns and informs continuous improvement of the NVR registered training organisation.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) it operates a complaints management system that:
 - (i) allows feedback and complaints about the organisation, any third parties, and any person employed or contracted by the organisation;
 - (ii) ensures all parties are afforded procedural fairness;
 - (iii) identifies reasonable timeframes for responding to and resolving complaints; and
 - (iv) provides avenues for further action where complaints are not resolved;
- (b) information about how to provide feedback and make complaints through the complaints management system is publicly available and easily accessible by VET students;
- (c) VET students are supported to provide feedback and make complaints;
- (d) outcomes of complaints are documented by the organisation and communicated to all parties to the complaint; and
- (e) feedback and complaints are used by the organisation to inform continuous improvement.

Standard 2.8

Effective appeal processes are available to VET students where decisions of the NVR registered training organisation or a third party adversely affect the student.

Performance Indicators

An NVR registered training organisation demonstrates:

- (a) it operates an appeals management system that:
 - (i) allows VET students to appeal decisions of the organisation, any third parties, and any person employed or contracted by the organisation, where those decisions adversely affect the student;
 - (ii) ensures all parties to the appeal are afforded procedural fairness;
 - (iii) specifies reasonable timeframes for actioning appeals; and
 - (iv) provides avenues for review by an independent party if requested by the appellant (at no or low cost to the appellant);
- (b) information about how to appeal an adverse decision through the appeals management system is publicly available and easily accessible by VET students;
- (c) outcomes of appeals are documented by the organisation and communicated to the appellant; and
- (d) the outcomes of appeals are used by the organisation to inform continuous improvement.

VET workforce management

Standard 3.1

The workforce is effectively managed to ensure appropriate staffing to deliver services.

Performance Indicator:

An RTO demonstrates:

1. how it ensures the number of trainers, assessors and other staff are appropriate for the delivery of the services it offers; and
2. it facilitates access to continuing professional development opportunities to enable staff of the organisation to effectively perform their role.

Standard 3.2

Training and assessment is delivered to VET students by credentialed people with current skills and knowledge in training and assessment.

Performance Indicator:

An RTO demonstrates:

- a. training and assessment is only delivered by persons who hold the appropriate credentials for the delivery of training and assessment as specified in the Credential Policy;
- b. where the Credential Policy permits a person to deliver any training or assessment under direction – the organisation has systems in place that ensure the person does not make assessment judgements and is delivering quality training and assessment; and
- c. how it ensures all trainers and assessors undertake continuing professional development to maintain current skills and knowledge in training and assessment, including skills and knowledge relating to engaging and supporting VET students.

Standard 3.3

Training and assessment is delivered by persons with current industry skills and knowledge relevant to the training product.

Performance Indicator:

An RTO demonstrates:

- a. all persons delivering training or assessment for, or on behalf of the organisation:
 - i. have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered or assessed by the person; and
 - ii. maintains an understanding of current industry practices relevant to the training or assessment being delivered by the person;
- b. where it engages an expert for the purposes of delivering training, it does so:
 - i. by reference to the requirements of the training product or the specific VET student cohort; and
 - ii. in response to a specific need for the expert to be engaged;
- c. it has a system in place for ensuring:
 - i. experts have industry competencies, skills, knowledge and specialised industry or subject matter expertise that is directly relevant to the training product they are delivering;
 - ii. experts are only authorised to work under the direction of a person with the appropriate credentials to provide direction on the delivery of training and assessment, as specified in the Credential Policy;
 - iii. where the expert is involved in assessment judgement - they conduct the assessment alongside the trainer or assessor; and
 - iv. the training or assessment the expert is involved in delivering is subject to oversight by the organisation.

Standard 4.1

A registered training organisation operates with integrity and maintains accountability for the delivery of quality services.

Performance Indicator:

An RTO demonstrates:

- a. the organisation and its governing persons are fit and proper persons, having regard to the Fit and Proper Person Requirements made under section 186 of the Act, as in force from time to time;
- b. its governing persons are suitable persons to oversee the operation of the organisation;

- c. its governing persons act diligently and make informed decisions which facilitate compliance with this instrument [these Standards] and any other instrument [the Compliance Requirements] made under section 185 of the Act, as in force from time to time; and
- d. the governing persons lead a culture of integrity, fairness and transparency in the organisation's delivery of services.

Standard 4.2

Roles and responsibilities of registered training organisation staff and third parties are clearly defined and understood.

Performance Indicator:

An RTO demonstrates:

- a. it supports staff members to understand the components of this instrument [these Standards] and any other instrument [the Compliance Requirements] made under section 185 of the Act, as in force from time to time, which are relevant to each staff members' role as an employee of the organisation;
- b. it informs staff members of any changes to regulatory or legislative requirements that may affect the organisation's delivery of services;
- c. it has a system in place for ensuring any third parties meet the requirements of this instrument [these Standards] and any other instrument [the Compliance Requirements] made under section 185 of the Act, as in force from time to time, and are aware of their obligations under this instrument [these Standards] and any other instrument [the Compliance Requirements]; and
- d. the roles and responsibilities of persons engaged by the organisation are well-understood and documented, ensuring accountable decision-making.

Standard 4.3

Any risks to VET students, staff and the organisation itself are identified and managed.

Performance Indicator:

An RTO demonstrates:

- a. it identifies, manages and reviews risks to VET students, staff and the organisation;
- b. how the financial position, financial performance and cashflows of the organisation are managed, monitored and understood by governing persons;
- c. it has a system for identifying, managing and disclosing any real or apparent conflicts of interest; and
- d. where it offers training or assessment to VET students aged under 18 - risks to their safety and wellbeing associated with the organisation's delivery of the training or assessment are identified and managed:
 - i. by having regard to the training content and modes of delivery; and
 - ii. in accordance with the National Principles for Child Safe Organisations, as in force from time to time.

Standard 4.4

A registered training organisation undertakes systematic monitoring and evaluation of the organisation to support quality delivery and the continuous improvement of services.

Performance Indicator:

An RTO demonstrates:

- a. it has a system in place for monitoring and evaluating its performance with the requirements set out in this instrument [these Standards] and any other instrument [the Compliance Requirements] made under section 185 of the Act, as in force from time to time;

- b. how outcomes derived from monitoring and evaluating its performance are used to inform continuous improvement; and
- c. it has mechanisms in place to lawfully collect and analyse data including any feedback received from VET students, staff, industry, VET regulators, state and territory training authorities and employers of current or former VET students.

Compliance Standards – Accountability

20. Compliance with laws

A registered training organisation must comply with all applicable Commonwealth, State and Territory laws, including, for example, by ensuring:

1. personal information is collected, used and disclosed by the organisation in accordance with all applicable privacy laws; and
2. the organisation complies with all applicable requirements under the *Student Identifiers Act 2014*.

Policy

The Academy has a responsibility under the Australian Qualification Framework to ensure a learner's success in their chosen studies. Effective LLND policies and procedures ensure that learners enrolling in a course with the Academy have the minimum foundation skills to successfully complete their studies and achieve the quality outcomes expected.

Under the regulatory framework and the Outcome Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025, a registered training provider is required to evaluate a learner's current foundational skills in language, literacy, numeracy and digital literacy against the minimum requirements of the training package to ensure the learner has sufficient skills and knowledge to successfully complete their chosen course.

The Academy will identify any deficiencies and gaps in skills, and devise support strategies to ensure the learner has every opportunity in completing their studies successfully. Any skills assessments and support strategies will be documented on the learner's training plan (Individual Learning Plan) in line with this policy.

Principles

- **Accountability** – The Academy retains ultimate responsibility for all training, assessment, and certification;
- **Compliance** – All learners will be assessed, formally or informally, regarding their foundational skills and likelihood of completing their studies successfully, unless they are able to supply sufficient acceptable evidence in support of their LLND skills;
- **Due Diligence** – The Academy will ensure it understands every learner's learning and support needs in order to support them effectively on their student journey;
- **Clarity** – All communications and requirements will be clearly outlined to the enrolling learner to ensure understanding;
- **Transparency** – Marketing, enrolment, and information provided to students must be accurate and approved by the Academy;

- **Quality Assurance** – Training and assessment delivered and any LLND support services must meet the Academy’s quality standards;
- **Monitoring** – Learners’ LLND requirements and progress are regularly reviewed to ensure ongoing compliance and performance;
- **Learner Protection** – The rights, safety, and wellbeing of students remain the Academy’s priority at all times;
- **Continuous Improvement** – Feedback from learners, trainers and assessors informs ongoing improvements to the Academy’s systems and practices; and
- **Feedback** – Is sourced via a feedback form, Google and Facebook, as well as open discussions during the course.

The Academy will ensure the following:

- All VET students are made aware of The Academy’s LLND Waiver policy, application form and process, and if necessary, will be guided through the process to ensure efficient allocation of resources by waiving the LLND assessment, if deemed appropriate;
- All learners are encouraged to self-assess and identify any potential LLND deficiencies and support needs at time of enrolment and prior to commencement of the course;
- Learners are encouraged to complete a *LLND Waiver Application Form* prior to commencement of the course, if they believe that they can supply sufficient evidence in support of their LLND skills required to complete the course of their choice without assistance;
- Learners will be advised that their *LLND Waiver Application Form* has not been approved, if they have not been able to supply the required supporting evidence;
- Learners are advised of the availability of suitable internal support services and strategies for those with potential LLND gaps, should they require support;
- Trainers and assessors are able to identify learners with potential LLND gaps and are able to implement appropriate strategies in support of their learning;
- Potential LLND issues are considered during the development of training courses and assessment tools;
- Trainers and assessors are provided with relevant and quality professional development opportunities and publications to ensure continued awareness and adequate skills in support of the learners’ potential LLND requirements; and
- Learners are, if necessary and if outside of The Academy’s scope, provided with contact details and names of external independent professional organisations skilled in supporting learners with LLND skills gaps.

Staff and Trainers’ Responsibilities

All staff and trainers have the responsibility to:

- Promote The Academy’s *LLND Policy and Procedures* and *LLND Waiver Policy and Procedures* to learners at initial enquiry and before the training course commences;
- Promote the availability and functions of internal and external support services if they have potential LLND issues;
- Ensure the learners’ confidentiality irrespective of their potential LLND issues and their support needs;

- Assess evidence submitted to ascertain the learner has sufficient LLND skills to successfully complete the course without significant LLND support;
- Provide learners with as much opportunity as possible to learn, irrespective of their current LLND skill levels;
- Document any observations, discussions, recommendations and support strategies on their individual learning plans;
- Monitor their progress during the course, and ensure the support strategies are appropriate at any given time;
- Seek additional support or advice from peers or senior staff when needed, to ensure an optimal learning journey for the learner;
- Undertake regular quality professional development in appropriate subject areas to ensure they are adequately skilled to identify and support The Academy's learners with their LLND needs;
- Assist learners with evidence collection in support of The Academy's *LLND Waiver Policy and Procedures*;
- Refer back to the learners' LLND Waiver Application evidence submitted if necessary;
- Be open, approachable and non-judgemental to the learners; and
- Refer learners to external professional organisations specialising in LLND support, when and if required such as 'Reading and Writing Hotline', Navitas English, Ability Options etc.

Mapping Core Skills Requirements

The Academy identifies the ACSF core skills requirements of its training packages on scope, to ensure that core skills expectations, priorities and gaps are defined, in accordance with the Australian Core Skills Framework (ACSF) and the Digital Literacy Skills Framework.

Once the core skills requirements are identified, The Academy develops appropriate and package specific LLND assessment instruments, wherein each performance indicator of the applicable core skill is assessed through two questions created at the expected level of performance and contextualised to the relevant industry and training package.

Procedures

Needs Identification

The Academy aims to optimise learners' ability to meet course requirements. Identification of training needs is to be undertaken using the LLND assessment to determine the needs to effectively participate in a training program. Insights derived from the results of the assessment will be used to facilitate provision of any additional support that may be required in the areas of reading, writing, numeracy, oral communication, learning and digital literacy skills. The Academy will ensure the learners receive maximum outcomes and benefits from the training, in relation to set learning objectives, skill levels and career opportunities.

The Academy will document the results of the assessment, their needs and appropriate strategy in their individual learning plans and will ensure that all details are accurately reflected in the learner's training records.

The Academy will undertake the following:

- Eligibility assessment to ascertain the eligibility of the learner for the course;
- LLND skills assessment to ascertain whether the level of the qualification and proposed learning strategies, mode of delivery and learning materials are appropriate;
- Assessing the need for additional support; and
- Identifying any actions or strategies to be implemented to address identified needs for the learner, including any adjustment required to the learning program, delivery of learning and training resources and tools used, to ensure that learning is optimised and retention and completion outcomes are improved.

If the LLND assessment outcome identified that the learner does not have adequate language, literacy, numeracy and digital skills levels of their chosen training program, The Academy's Student Liaison team will:

- Explain to the learner the challenges they may encounter completing the course with their LLND levels;
- Discuss options and strategies regarding suitable support levels, including internal and external support options; and
- Offer alternative options and pathways for training until they can reach the required ACSF and DLSF level and requirements of the course.

The Academy aims to establish learners' LLND needs prior to course commencement to ensure learners receive optimal support. Should a learner's LLND needs not be identified until course commencement, The Academy will analyse the needs at that point and devise a strategy to support the learner's journey.

The Academy will respond promptly and efficiently to all relevant queries regarding additional support, ensuring that the learners receive clear and concise information and guidance on their available options without unnecessary delays.

Where it is not possible to meet the learner's LLND requirements, The Academy will refer the learner to another professional provider, specialising in LLND support and development and will provide the learner with a refund or a credit toward participating in a course at a later date.

If a learner decides not to proceed or The Academy is unable to continue with the enrolment, The Academy will adhere to the *Fees, Charges and Refund Policy and Procedures* and advise the learner accordingly.

Processes

The Academy acknowledges that conducting a formal LLND assessment with learners is not the sole method of ascertaining a learner's LLND skills. The Academy's staff are skilled and experienced to capture a learner's skill level at various stages. This may be instead of a formal LLND assessment, and /or supplementary to the formal LLND assessment.

The Academy understands, that when accepting a learner's enrolment, it is important that a holistic approach is used and all dimensions of interaction and communication with the learner be taken into account to ascertain their foundation skills and suitability to the selected course.

The Academy Staff and trainers are skilled to observe:

- How and to what extent the learner is able to complete the enrolment form and initial Screening Test;
- The extent the learner uses digital aids, tablets and computers to complete the enrolment process;
- The level to which and how the learner communicates with staff;
- The type of questions the learner asks at time of enrolment and the level of understanding they display in response, by way of interactive communication, body language (if face-to-face or via video) and the type and level of questions they respond with;
- How efficiently they respond to requests and requirements; and
- Whether their actions, responses and behaviour on enrolment forms and during the process correspond and match their declared background and experience.

Any observations that may impact on the learner's journey or learning experience due to potential LLND skills gaps are documented on the learner profile accordingly and suitable strategies designed and discussed with the learner.

Learner Support Services

If a learner has a learning difficulty or other special needs they may wish to contact these providers prior to enrolment, or at any time during your course for assistance.

Provider / Agency	Website	Contact No.
Reading and Writing Hotline	www.readingwritinghotline.edu.au	1300 655 506
Translating and Interpreting Service	www.tisnational.gov.au	13 14 50
Adult Migrant English Program (AMEP) (SA)	www.tafesa.edu.au/adult-migrant-english-program	1800 882 661
Australian Council of Adult Literacy	www.acal.edu.au	03 9546 6892
Australian Skills Quality Authority (ASQA)	www.asqa.gov.au	1300 701 801
SA Department of Education	education.sa.gov.au	1800 088 158
Australian Government Department of Education and Training	https://www.education.gov.au	1300 566 046
Office of Fair Trading (SA)	https://www.sa.gov.au/topics/business-and-trade/regulation/fair-trading	13 32 20

LLND Waiver Policy and Procedures

While completion of the appropriate LLND assessment is the standard approach for determining a learner's foundational skill levels and suitability for a specific course and training product, The Academy recognises that there are circumstances where a waiver may be granted in accordance with the *LLND Waiver Policy and Procedures*.

Where a learner seeks exemption from the LLND assessment, the *LLND Waiver Policy and Procedures*

apply. The waiver document outlines the evidence requirements, mapping process, approval authority and record keeping procedures to ensure that student suitability is determined in line with industry requirements.

All waiver applications must:

- Be supported by credible evidence that demonstrates LLND competencies matching or exceeding course specific requirements;
- Be reviewed and mapped against the LLND macro skill domains using the Australian Core Skills Framework (ACSF) and the Digital Literacy Skills Framework (DLSF);
- Be documented using the *LLND Waiver Application Form* and Mapping Table; and
- Receive approval from The Academy's Training Manager before enrolment processes are completed.

Staff must refer to the details of the *LLND Waiver Policy and Procedures* for conditions, procedures and examples of acceptable evidence.

Access and Equity

The Academy does not discriminate against VET students or potential learners that have been identified as having likely LLND support needs. The Academy is committed to offering every learner the same opportunity in successfully completing their course.

Ultimately it is the decision of the individual learner whether they wish to proceed with the enrolment.

In the case where The Academy has advised against proceeding with the enrolment until the desired LLND skills have reached the appropriate or recommended level, The Academy will adhere to the *Fees, Charges and Refund Policy and Procedures* and advise the learner accordingly.

Adjustments to Learning and Assessment Processes

There are different ways reasonable adjustments may be made to the delivery of the training and assessment activities in support of the learner's assessed LLND gaps. Reasonable adjustments must not impact the integrity of the unit of competency or qualification and should be determined carefully to ensure equity and access. In some cases, further consultation with peers or senior managers may be necessary and any determination and adjustments should be carefully documented on the learner's Individual Learning Plan, learner file and the relevant assessment tools at the time of assessment.

In some cases, state regulator licensing requirements and guidance may also need to be considered in the determination.

Adjustments may include, but not limited to:

- Allowing the use of an interpreter. Ideally this should be an official registered interpreter, not a family member or friend to ensure there is no conflict of interest or inappropriate assistance;
- Resources and learning materials provided in plain English;
- Converting text to audio. This can be in person or providing access to appropriate technology that converts text to speech;

- Providing access to technology such as a digital reading pen;
- Providing the access to a 'scribe' for learners who cannot write sufficiently;
- Using additional aids and means to convey the message, such as signs, pictures, graphics and whiteboards;
- Supplementing the learning resources with videos;
- Supplying a calculator, where appropriate;
- Allowing learners to collaborate (whilst ensuring that the individual learner demonstrates their individual skills and knowledge); and / or
- Providing additional support to learners in the use of the required digital technology (providing the technology in question is not the actual skill being assessed in the competency requirements).

Depending on the subject matter and the specific type of assessment, not all of the above adjustments may be possible, appropriate or permissible. For example, permitting the use of an interpreter where the competency requirements specifically require the demonstration of English communication skills would compromise the integrity of the competency and associated assessments.

Academy staff and trainers and assessors are encouraged to, as far as is reasonably practicable, implement measures across the learner cohort, so as not to single out the learner(s) in question and not to draw attention to the learner(s) unnecessarily.

Confidentiality

The Academy will treat all information related to its learners and their LLND levels and requirements as confidential in accordance with the *Privacy Policy and Procedures* published on The Academy's website (driveracademyaustralia.com.au).

Complaints or Appeals involving LLND impacted Learners

Where a complaint or appeal involves a LLND specific learner, The Academy will manage the matter in accordance with its *Complaints and Appeals Policy and Procedures*. The learner will be involved in the investigation and response where appropriate.

The Academy's CEO or RTO Manager may opt to suspend the learner from the course while the matter is under review.

Policy Governance

All LLND procedures and systems must be reviewed and approved by the CEO / Training Manager and / or RTO Manager before publication to ensure compliance with RTO standards and regulatory requirements.

The Academy will regularly monitor its LLND procedures and processes to ensure ongoing compliance and will promptly address any non-compliant practices or areas of improvement identified, and document this in the *Continuous Improvement Register* accordingly.