



Language, Literacy, Numeracy and Digital (LLND) Assessment Policy and Procedure

Australian Institute of Digital Technology Pty Ltd

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POLICY 2

Language, Literacy, Numeracy and Digital (LLND) Assessment Policy and Procedure

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Policy Owner	Training Manager / LLND Coordinator	Approved By	CEO
Applicable Legislation & Standards	Standards for RTOs 2025 (Standards 1.2, 1.3); Australian Core Skills Framework (ACSF) 2012 (updated 2023); Digital Literacy Skills Framework (DLSF) 2022; Privacy Act 1988 (Cth) APP 3, APP 6		

1. Purpose

The purpose of this policy is to establish AIDT's obligations, procedures, and responsibilities in relation to the Language, Literacy, Numeracy and Digital (LLND) assessment of all prospective students prior to enrolment. The assessment is a mandatory component of AIDT's pre-enrolment process, required by the Standards for RTOs 2025 (Standards 1.2 and 1.3) to ensure that AIDT identifies and responds to the learning and support needs of each individual student before training commences.

The LLND assessment at AIDT fulfils two interconnected purposes. First, it allows AIDT to understand each student's current level of core skills — in reading, writing, numeracy, oral communication, and digital literacy — so that training and assessment can be designed and delivered in a way that genuinely supports each student's development. Second, it creates a documented record of each student's identified learning needs and the support strategies put in place to address those needs, providing evidence of compliance with the Standards for RTOs that is available for review by ASQA.

AIDT's LLND assessment is a diagnostic tool. It is not a gatekeeping mechanism designed to exclude students. A student who achieves a low result on the assessment is not automatically excluded from enrolment. Rather, the result informs the Student Support Plan that AIDT develops for that student before training commences.

2. Scope

This policy applies to all prospective students seeking enrolment in any qualification delivered by AIDT, including students who are assessed offshore through an AIDT-authorized education agent. It applies to all staff who administer, mark, and interpret LLND assessments, including the LLND Coordinator, trainers and assessors with a delegated role in LLND administration, and authorised offshore agents.

3. Assessment Frameworks

AIDT's LLND assessment tool has been developed internally and is aligned to two nationally recognised frameworks:



3.1 Australian Core Skills Framework (ACSF)

The ACSF is a national framework developed by the Australian Government to describe and measure the performance of adult literacy and numeracy skills. The ACSF covers five core skills: Learning, Reading, Writing, Oral Communication, and Numeracy. Each core skill is described at five performance levels (Pre-Level 1, Level 1, Level 2, Level 3, Level 4, and Level 5), with Level 1 representing the lowest level of demonstrable performance and Level 5 the highest.

Within each skill area, the ACSF identifies indicators that describe observable behaviours at each level. These indicators are organised around aspects of communication — the purpose, audience, and complexity of the task, the context in which the skill is applied, and the level of support available to the person. The ACSF recognises that skills are contextual: a person assessed at ACSF Level 3 in a familiar context may perform at a lower level in an unfamiliar one. AIDT's assessors are trained to account for these factors when interpreting assessment results.

AIDT's assessment tasks are mapped primarily to ACSF Levels 1 through 4, as these levels encompass the skills required for successful participation in Certificate III through Advanced Diploma level qualifications. The specific ACSF level threshold applicable to each qualification is documented in the relevant Training and Assessment Strategy (TAS).

3.2 Digital Literacy Skills Framework (DLSF)

The DLSF is a framework developed by the Australian Government to describe the digital literacy competencies required for participation in contemporary learning and work environments. The DLSF covers five domains: Digital Device Operation (DDO), Information and Data Literacy (IDL), Communication and Collaboration (CC), Digital Content and Problem Solving (DCPS), and Digital Safety and Awareness (DSA). Each domain is assessed at four proficiency levels. AIDT's digital literacy tasks are mapped to the DLSF to ensure that students have, or are supported to develop, the digital skills required to engage with AIDT's online learning platform, submit digital assessments, and use technology in a workplace context.

4. Assessment Structure and Task Descriptions

AIDT's LLND assessment consists of five sections administered in a single session. The total assessment time is approximately 90 minutes, though additional time may be provided at the assessor's discretion where appropriate. The five sections are described below.

Section I — Reading (ACSF Indicators .03 and .04, Levels 1–4)

The Reading section assesses the student's ability to locate, interpret, and use information from written texts of varying complexity and purpose. Tasks include reading a short informational passage and answering comprehension questions that require identifying explicitly stated information, making inferences, and summarising the key message. A second set of tasks uses a practical document (such as a table, diagram, or workplace notice) to assess the student's ability to locate and apply specific



information. Tasks are designed to reflect the types of reading required in vocational training and workplace settings — functional, purposeful reading — rather than literary analysis. The assessor records whether the student reads the text independently or requests support, and documents the nature of any support provided.

Section II — Writing (ACSF Indicators .05 and .06, Levels 1–4)

The Writing section assesses the student's ability to produce written texts for different purposes and audiences. Tasks include describing an image or scenario in a short paragraph, writing a set of step-by-step instructions, and composing a short formal communication (such as an email or workplace note). The assessor evaluates the student's use of spelling, grammar, punctuation, sentence structure, vocabulary range, text organisation, and coherence of ideas. The assessor uses the LLND Assessor Key to determine the ACSF Writing level that best describes the quality of the student's written output, with reference to the ACSF writing indicators for each level.

Section III — Numeracy (ACSF Indicators .09, .10, and .11, Levels 1–4)

The Numeracy section assesses the student's ability to identify, interpret, and apply mathematical information in practical, everyday contexts relevant to training and workplace participation. Tasks include calculating percentage discounts, reading and interpreting a table of data, solving simple word problems, and performing basic arithmetic operations in a vocational context. Tasks progress from straightforward single-step calculations to multi-step problem-solving tasks requiring the student to identify the relevant mathematical operation and communicate the result. The use of calculators or electronic devices is not permitted during this section.

Section IV — Oral Communication (ACSF Indicators .07 and .08, Levels 1–4)

The Oral Communication section is administered as a structured interview between the student and the assessor, conducted immediately following the completion of the written sections. The interview is not a free conversation — the assessor follows a structured set of prompts drawn from the LLND Assessor Key and records the student's responses against the ACSF oral communication indicators. The interview covers topics drawn from the student's proposed qualification context. The assessor assesses the student's ability to: speak clearly and comprehensibly; use appropriate vocabulary; follow conversational exchanges; and respond coherently to open-ended questions. The assessor also notes the student's listening comprehension, the clarity of their spoken English, and their confidence in communicating in English in an unfamiliar setting.

Section V — Digital Literacy (DLSF Domains DDO, IDL, CC, DCPS, DSA)

The Digital Literacy section assesses the student's practical ability to operate digital devices and engage with digital learning environments. Tasks include: navigating a computer interface and locating files; completing a multiple-choice digital exercise in a simulated learning platform environment; writing and sending a basic email; evaluating a digital communication for signs of phishing or misinformation; and completing a brief reflective self-assessment on their digital confidence and experience. Electronic devices are permitted for this section only. The assessor observes and records the



student's approach to each task, noting any significant difficulties and the nature of any support provided.

5. Administration Conditions and Integrity Requirements

The validity and reliability of the LLND assessment — and therefore the usefulness of the results for planning student support — depend entirely on the assessment being administered under conditions that ensure the student's results genuinely reflect their own skills. The following conditions are mandatory for all LLND administrations:

- **Supervision:** A qualified AIDT assessor or AIDT-authorised agent representative must be physically present throughout the entire assessment session. Assessments administered by email, phone, or without direct supervision are not acceptable.
- **Independence:** The student must complete all sections (except Section V) independently, without the use of electronic devices, dictionaries, notes, or assistance from any other person. The assessor must ensure no unauthorised assistance is provided.
- **Support recording:** Where the student requests or requires support during the assessment — for example, asking the assessor to re-read a question, rephrase an instruction, or provide an example — the assessor must provide the support requested, record exactly what support was given, and note this in the assessor comments for the relevant section. The level of support provided affects the interpreted ACSF level outcome. A student who achieves a result only with significant assessor assistance should not be assigned the same ACSF level as a student who achieved the same result independently.
- **Pre-assessment briefing:** Before the assessment commences, the assessor must brief the student on: the structure of the assessment (five sections); the total time allowed; the rule prohibiting electronic devices (except for Section V); the student's right to request support at any time; and the fact that AIDT will use the results to design a support plan, not to make a simple pass/fail enrolment decision.
- **Offshore administration:** Where the student is located offshore and unable to attend AIDT's campus, the assessment may be administered by an AIDT-authorised education agent, subject to: the agent having a current, signed Agent Agreement with AIDT that includes LLND administration authorisation; the assessment being administered under the same supervised, face-to-face conditions as an on-campus session; the agent confirming in writing that the assessment was completed independently; and the completed assessment booklet being returned to AIDT within 5 business days. AIDT reserves the right to conduct a supplementary oral interview with any offshore applicant via video conference to verify the results.

6. Marking, Level Determination, and Recording

Marking is conducted by a qualified AIDT assessor using the LLND Assessor Key. The Assessor Key provides model answers for the written sections, performance descriptors for the oral communication section, and ACSF level indicators for each section that the assessor uses to determine the student's performance level. The assessor documents their marking decisions, including the ACSF level assigned for



each section and any relevant comments explaining the basis for the determination. Level determination must be evidence-based, not impressionistic.

The overall ACSF level for each core skill is determined by reference to the majority of tasks within that section. If a student's responses fall predominantly at ACSF Level 2, they are assessed as demonstrating ACSF Level 2 skills, even if some tasks are answered at Level 3. Where results are ambiguous or the student's performance varies significantly across tasks, the assessor documents this variability and applies the lower level in the interests of accuracy. The student's overall ACSF profile is recorded on the LLND Assessment Summary Form.

All LLND assessment records — including the completed student assessment booklet, the assessor's marking record, the LLND Assessment Summary Form, and any notes about support provided — are filed on the student's enrolment record within 2 business days of the assessment. These records are retained for a minimum of 7 years and are available for inspection by ASQA.

7. Using Results — The Student Support Plan

The LLND Assessment Summary is reviewed by the Training Manager or LLND Coordinator, who determines whether the student's results indicate any support needs that must be addressed before or during their training. Where support needs are identified, a Student Support Plan (SSP) is developed in collaboration with the student and their assigned trainer prior to course commencement. The SSP is a personalised document that:

- Identifies the specific core skill areas where the student requires additional support, with reference to the relevant ACSF indicators.
- Specifies the support strategies that will be implemented, including the type of support, the frequency, the staff member responsible, and the timeline.
- Sets measurable milestones so that the effectiveness of the support can be reviewed during the course.
- Documents any adjustments to assessment conditions or delivery that will be made for the student, in accordance with AIDT's Reasonable Adjustment Policy (AIDT-POL-015).
- Is reviewed at the end of each term and updated if the student's support needs change.

The SSP is signed by the student and the Training Manager before training commences. A copy is provided to the student and to the student's trainer(s). The Training Manager maintains a register of all active SSPs and reviews them at each term's end.

Where the LLND results indicate a very significant skill deficit that would make it unlikely the student could complete the qualification even with a support plan, the Training Manager discusses this honestly with the student before enrolment is confirmed. AIDT may recommend that the student undertake an English language preparation course or other foundation skills program before commencing their chosen qualification.



8. Related Documents

AIDT-POL-001	Admissions and Enrolment Policy and Procedure
AIDT-POL-003	Training and Assessment Policy
AIDT-POL-015	Reasonable Adjustment Policy
LLND Assessment Student Booklet	AIDT-FORM-010
LLND Assessor Key	AIDT-FORM-011
LLND Assessment Summary Form	AIDT-FORM-012
Student Support Plan Template	AIDT-FORM-013
ACSF Reference Document	Available from www.education.gov.au
DLSF Reference Document	Available from www.dewr.gov.au