

Student Support with LLN and Digital Literacy Policy

Purpose

Shafston International College is committed to ensuring that all students are provided with, and have access to, relevant learning support services, including assistance with language, literacy, numeracy (LLN), and digital literacy. This policy supports Shafston's obligations under the 2025 Standards for RTOs, including Standard 2.2 (pre-enrolment review of prerequisite skills and competencies) and Standard 2.3 (student support).

Scope

This policy applies to all prospective and enrolled students across all Shafston campuses (Brisbane, Gold Coast, Sydney), for both VET and ELICOS programs. It covers:

- Pre-enrolment assessment of LLN and digital literacy skills;
- Ongoing identification and support of students with LLN or digital literacy needs during their course;
- Referral pathways for students who require additional support.

Legislative and Regulatory Context

- 2025 Standards for Registered Training Organisations — Standards 2.2 and 2.3
- ASQA Practice Guide — Student Support
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- ELICOS Standards 2018

Policy Statement

Each student must receive a reasonable opportunity to complete their training. Shafston will systematically assess and support learners' LLN and digital literacy needs to ensure they can successfully participate in their chosen training product.

Pre-enrolment Assessment

Prior to enrolment, Shafston will review each prospective student's language, literacy, numeracy, and digital literacy skills to determine their suitability for the intended training product. This review will consider the specific LLN and digital literacy demands of the course and its assessment methods. Where a prospective student does not meet the required level, Shafston will:

- Advise the student of the specific areas where support is needed;
- Offer available support pathways (e.g. ELICOS classes, LLN support sessions, digital literacy orientation);
- Where appropriate, recommend an alternative training product better suited to the student's current skills; or
- Recommend the student undertake preparatory study before commencing the course.

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Ongoing Identification and Support

Throughout a student's enrolment, trainers and assessors will monitor for LLN and digital literacy issues through observation, assessment feedback, and regular interaction. If a student is identified as requiring additional support, Shafston will:

- Refer the student for a formal LLN assessment (covering grammar, reading, numeracy, and writing);
- Assess the student's digital literacy if relevant to their course delivery mode;
- Develop an appropriate support plan in consultation with the student;
- Record all LLN and digital literacy assessment results in the student's academic file.

Language, Literacy and Numeracy (LLN)

LLN refers to the foundational skills a student needs to participate effectively in training and assessment. This includes:

- **Language:** The ability to communicate effectively in English (spoken and written) at the level required by the training product.
- **Literacy:** The ability to read and understand written texts, write coherently, and interpret information relevant to the course.
- **Numeracy:** The ability to use and understand mathematical concepts relevant to the course (e.g. measurements, data, financial calculations).

Digital Literacy

Digital literacy refers to the ability to use digital tools and technology to the level required by the training product and its delivery mode. This includes, but is not limited to:

- Using a computer, tablet, or smartphone to access learning materials;
- Logging into and navigating Shafston's learner portal (aXcelerate);
- Sending and receiving email, opening attachments;
- Using word processing software to complete and submit assessments;
- Searching for information online;
- Participating in video conferencing (e.g. Zoom, Teams) where online delivery is used;
- Basic file management (saving, naming, uploading documents);
- Any course-specific digital skills identified in the training product requirements (e.g. spreadsheets for business courses, specialised software for IT courses).

The level of digital literacy required will vary by training product and delivery mode. Courses delivered fully online or in blended mode will have higher digital literacy requirements than those delivered entirely face-to-face.

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Support Pathways

Where a student is identified as needing LLN or digital literacy support, Shafston may provide support through one or more of the following:

- Referral to ELICOS classes to improve English language skills (for ESL students);
- Targeted LLN support sessions with a designated trainer;
- Digital literacy orientation session prior to course commencement (covering learner portal, email, file submission);
- Reasonable adjustments to assessment methods where appropriate;
- Recommendation to transfer to a lower AQF level course to build foundational skills;
- Referral to external support services where Shafston's internal support is insufficient.

All support provided will be documented in the student's academic file.

LLN Assessment

Where a formal LLN assessment is conducted, it will cover the following areas:

- Grammar (multiple-choice questions)
- Reading (comprehension of a short passage)
- Numeracy (mathematical concepts relevant to the course)
- Writing (a discursive composition)

Assessment outcomes are categorised as:

- **SN – Support Needed:** Student requires structured LLN support to participate effectively in the course.
- **MSN – Minimal Support Needed:** Student may benefit from some additional support but can participate in the course with minor assistance.
- **NSN – No Support Needed:** Student's LLN skills are sufficient for the course.

Students will receive written feedback on their LLN assessment results and the support options available to them.

Related Documents

- VET Student Handbook
- ELICOS Student Handbook
- Additional Support Policy (CPL033)
- VET Course Progress Policy and Procedure
- VET Attendance Policy and Procedure

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Version History

Date	Summary of Modifications	Version
13/04/2021	Version 1.0 finalised.	1.0
22/07/2021	Minor update (v1.2).	1.2
08/10/2025	Major revision (v2.0). Added digital literacy as a policy dimension alongside LLN, in accordance with 2025 Standards for RTOs (Standard 2.2). Added pre-enrolment assessment requirement for both LLN and digital literacy. Added definition and examples of digital literacy. Added digital literacy orientation pathway. Added regulatory references (2025 Standards, ASQA Practice Guide). Expanded support pathways. Expanded scope to cover all campuses and ELICOS.	2.0

