VET-02 VET LLND AND LEARNER SUPPORT POLICY & PROCEDURE

Version 2.0

1.0 RATIONALE

This policy serves as an overarching framework to AE's LLND assessment and learner support and policies and procedures. AE is committed to providing students with effective support throughout the completion of their studies whilst maintaining the quality and rigour of its training products in adherence with 2.1, 2.2 and 2.3 of the *Outcomes Standards 2025.*

For the purposes of this policy, the term "training product" refers to any qualification, accredited course, skill set and explicit unit of competency that AE is approved to deliver as listed on the scope of registration available at training.gov.au.

This policy does not replace existing policies in this area, rather it outlines and further details support and adjustment processes available to VET students, and details the steps to be taken by responsible members of staff.

In the event of contradiction between this and other policies, this policy will prevail save and except in matters of contradiction with the Acknowledge Education Constitution, Governance Framework or as per direction written instruction from the Head of VET, Head of Compliance & Risk or the Provost.

2. SCOPE

This policy applies to all staff, contractors and/or third parties involved in the enrolment, facilitation, delivery, administration, oversight or management of training products as listed on the AE scope of registration. This policy also applies to any and all students seeking to utilise learner support resources and/or reasonable adjustment processes.

3. REGULATORY CONTEXT

This policy is aligned with all relevant regulatory frameworks including but not limited to:

- *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) 2025*
- Standards for Registered Training Organisations Compliance Requirements (2025)
- Standards for Registered Training Organisations Credentials Policy (2025);
- Education Services for Overseas Students (ESOS) Framework;
- Disability Standards for Education 2005

4. ROLES AND RESPONSIBILITIES

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Specific duties, processes and their responsible officers are outlined below as per section 7. Procedure**.** The below table is not an exhaustive list of potential responsible parties that must adhere to and serves only to outline the overarching responsibilities and expectations of the specified officers. If a staff member, contractor or third party is unsure as to their responsibilities under this policy they should consult with the relevant Course Coordinator or the Head of VET.

Role	**Responsibilities**
Provost	• Ensuring overall compliance with the policy. • Providing guidance and support to faculty and staff in implementing the policy.
VET Quality and Compliance Committee	• Review and approval of policy, procedure, and amendments. • Provision of input and advice on other such matters as dictated by the relevant Terms of Reference in the Acknowledge Education Governance Framework
Risk and Compliance Committee	Examine, review and make recommendations on matters of risk and compliance. This may include: • providing input and recommendations • monitoring execution of agreed continuous improvement actions in relation to policies, processes; and • other such matters as dictated by the relevant Terms of Reference in the Acknowledge Education Governance Framework
Head of VET	• Policy owner and responsible officer. • Implementation of the policy across VET operations. • Addressing any concerns or issues related to compliance and quality.
Head of Quality and Risk	• Ensuring that the policy is implemented and followed across all aspects of AE operations. • Addressing any compliance related issues or concerns. • Conduct periodic audits and evaluations to assess the policy's effectiveness and suggest revisions if required.
Course Coordinators and Academic Support/Integrity Team Leader	• Complying with the policy guidelines and requirements • Ensuring that the policy is being followed and implemented effectively. • Providing guidance and support to faculty and staff in implementing the policy. • Providing recommendations and feedback where applicable
Trainer & Assessors	• Complying with the policy guidelines and requirements • Monitoring and responding to LLND support requests and needs as required. • Escalating LLND matters as appropriate.
VET Curriculum Designers	• Complying with the policy guidelines and requirements • Providing guidance and support to faculty and staff in implementing the policy.

	• Developing and designing materials that meet the standards outlined in the policy. • Integrating the policy into the learning and assessment process • Collaborating with colleagues to ensure consistency in practices and standards.

5. RELATED POLICIES AND PROCEDURES

This policy must be read in conjunction with the following policies:

- Acknowledge Education Governance Framework (6.1.1)
- Diversity, Equity and Inclusion (2.2.1)
- Admissions and Enrolment Policy and Procedure (1.1.1)
- Course Progression Policy and Procedure (1.3.3)
- VET Student Assessment Outcomes and Unit Results Management Policy (1.4.2)
- VET Trainer and Assessor Professional Development and Industry Currency Policy and Procedure (3.2.8)
- Fostering Academic Integrity - VET Procedure (5.2.3)
- VET Assessment Design Policy and Procedure (5.3.4)
- Student Record Management Policy and Procedure (7.3.3)
- Australian Core Skills Framework (ACSF)

Where a policy listed above has been succeeded by another policy the successor will apply.

6. POLICY

6.1 Assessment and Support of Language, Literacy, Numeracy and Digital Skills (LLND)

All VET students seeking to undertake study with AE will be required to undertake appropriate and comprehensive LLND pre-training review prior to commencement of their studies. Students who are found to need additional support will be referred to Academic Support for appropriate assistance.

International students must also evidence proficiency with the English language by provision of:

- an IELTS score or equivalent that meets the minimum required by the intended program of study; or
- Demonstrated studies at an Australian tertiary institution that requires an IELTS 5.5 or above.

Once a student is accepted, training and facilitation staff must ensure that training is delivered with consideration as to the needs of the student cohort. Individual language, literacy, numeracy

and digital skills must be considered to ensure students receive the maximum possible benefit from the training.

Training and facilitation staff will monitor student progress and be proactive in identifying issues and, where possible, should alter training plans, learning strategies and learning materials to meet students' needs and overcome problems as early as possible.

6.2 Learner Support

AE is committed to providing learners with timely support including:

- Language support services through Academic Support Officers
- Ongoing monitoring of participation and progression
- Culturally responsive support services through the Learner Wellbeing and Learner Experience teams
- Access to English language enrichment resources and referrals where required

Learners are informed of available learning resources and support services during orientation and can access additional assistance by contacting their trainer/assessor, learner support officers, or the academic support team.

7. PROCEDURE

7.1 Language, Literacy, Numeracy and Digital Skills (LLND) - Assessment & Support

1) At the commencement of study, Students are required to complete an LLND assessment as part of their registration process. Upon completion, the results of this assessment will be reviewed and recorded in the Student Management System.
2) Students who have completed the assessment to a level sufficient for their intended program of study will be issued with confirmation of their results.
3) As required Students are monitored by their Trainer for their engagement and assessment performance, if they require support they are provided additional support by the trainers, including consideration of longer assessment due dates and one on one tutoring appropriate to the content of the course, and they can be referred to the Academic Support Team as required. Students can be referred to the https://readingwritinghotline.edu.au/

7.2 Ongoing Learner Support

Throughout their training Learners are provided with multiple avenues to access further ongoing support.

7.2.1 Learners can request academic skills support by one of the following methods:



a) Contacting an Academic Support Office (either in person or by email)

b) Attending AE weekly Academic Skill Workshops; and/or

c) Completing an online Academic Skills Support request

7.2.2 Trainers and Course Coordinators may also refer students for academic skills support by contacting the Academic Support team.

7.2.3 Trainers may provide additional support as required to the Student, supports may include one or a combination of the following:

i. One-on-One tutoring support
ii. Adjusted assessment methods
iii. Extension to due dates
iv. Referral to the Course Coordinator for further intervention/referral as appropriate.
v. Additional

7.2.4 Where applicable, academic misconduct is addressed with a combination of appropriate penalties as per AE policies and procedures, followed by remedial academic support activities to enable the student to proceed without further academic misconduct.

8. RECORDING KEEPING & EVIDENCE

The staff member completing any part of this process is responsible for ensuring required records are created and saved in the approved location. The Course Coordinator, Head of VET, Head of Quality and Risk, and VET Quality and Compliance Committee may review records as part of monitoring, internal audit, review or continuous improvement activities.

Records created through this procedure must be accurate, complete, and stored in accordance with AE recordkeeping requirements.

9. Policy and Procedure Review Request Process

Staff and/or Students may request the review of a VET Department process where they identify that the process may be unclear, inefficient, inconsistent, difficult to implement, no longer fit for purpose, or may present a compliance, quality or student-experience risk. Staff and Students can raise requests for policy and procedure reviews with the relevant Course Coordinator who will refer the request to the Head of VET for further review at their discretion.

10. Definitions

Terms in the document are defined as per the VET Standing Definitions.

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11. Policy Information

Policy name:	VET LLND and Learner Support Policy & Procedure
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Responsibilities:	VET Quality & Compliance Committee, Head of VET

12. Change Log

Date	Version	By	Notes
July 2026	2.0	Eilannin Harris-Black and Megan Newcomb	Substantially revised and renamed VET LLND and Learner Support Policy & Procedure. Expanded to address digital skills, ongoing learner support, reasonable adjustment, regulatory requirements, roles and responsibilities, related policies, consistent LLND assessment and support pathways, recordkeeping, review requests and standard definitions. Governance information was also updated to align with the current policy format.