

AMS RTO Language, Literacy, Numeracy and Digital Skills Policy

Purpose

This policy describes how Aerodrome Management Services RTO identifies learners who may require support with language, literacy, numeracy and digital skills (LLND), and how AMS provides reasonable support and/or referrals while maintaining assessment integrity.

Scope

This policy applies to all prospective and enrolled learners in nationally recognised training delivered by AMS RTO, and to all staff involved in marketing, enrolment, training, assessment and student support.

Definitions

LLND / Foundation skills: The core skills a learner needs to participate effectively in training and assessment: reading, writing, oral communication, learning, numeracy and basic digital skills.

Digital skills: The ability to access and use required training systems and tools (example: email, LMS, Cloud Assess, uploading files, basic document use) at a level sufficient to complete course activities and assessments.

Reasonable adjustment: A modification to the way training and/or assessment is delivered or evidenced, made to accommodate a learner's needs, without lowering the unit requirements or compromising the validity, sufficiency, authenticity or currency of evidence.

Support plan: A documented plan outlining agreed support strategies, timeframes and responsibilities.

Compliance

This policy aligns with the *Standards for Registered Training Organisations 2025* (Schedule 1 – Outcome Standards), particularly:

- *Part 2 – VET student support (Quality Area 2) (Standards 2.1-2.5)* relating to learner information, training support, diversity and inclusion.
- *Part 1 – Training and assessment (Quality Area 1)* relating to training and assessment practices and maintaining assessment integrity.
- *Part 3 – VET workforce (Quality Area 3) (Standards 3.2–3.3)* relating to training/assessor competencies and capability to support learners; and
- *Part 4 – Governance (Quality Area 4)* relating to accountability, risk management and continuous improvement.

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AMS ensures learners are provided with appropriate information, support and reasonable adjustments to enable them to meet the requirements of the relevant nationally recognised training product, while maintaining the integrity of assessment.

Procedure

AMS have pre and post enrolment practices in place to determine whether a student's LLND level meets the minimum course requirements. These mechanisms are intended to assist prospective students make informed decisions about whether the course they are enrolling into is suited to them now, or if additional learning is required prior to participation in the course.

1 Pre-enrolment information and course expectations

1.1 Pre-enrolment student support

At enquiry and prior to enrolment, AMS provides information on course content, delivery mode, assessment types, AQF level, workplace safety expectations (where relevant), and the digital requirements for participating in training and assessment. Digital requirements may include access to a suitable device, reliable internet, and the ability to use the RTO's learning and assessment systems. Where this is not available (including remote communities), AMS will implement alternative access methods and documented support strategies to enable participation without reducing competency outcomes.

If the enrolment is successful, a link to our Language, Literacy, Numeracy, and Digital Skills Questionnaire (self-assessment) is sent.

1.2 LLND screening (self-assessment questionnaire)

For nationally recognised courses, learners must complete the LLND Questionnaire as a condition of enrolment. The questionnaire is used as a screening tool to identify potential support needs and to inform the trainer/assessor support call.

AMS will send reminders to students that have not completed their LLND survey at least 1 week prior to the course start date, if not already submitted.

Completed LLND surveys are reviewed by the RTO trainer/assessor and retained in the student's profile record within the Learning Management System (aXcelerate).

Trainer/Assessors will decide regarding the student's eligibility based on the LLND survey (to be completed at least a week prior to the classroom session date) and a phone call if required.

Enrolment may be refused by the RTO where language, literacy, numeracy, and digital skill proficiency is insufficient for training and workplace safety.

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1.3 LLND Decision outcomes

- Suitable to commence with standard support (more than 70%).
- Suitable to commence with a documented support plan and/or reasonable adjustment(s) (50% to 69%).
- Not suitable to commence. AMS documents the reason, provides referral options, and advises the learner of complaints and appeals pathways. (Under 50%).

Enrolment may be refused where LLND or digital skill proficiency is insufficient for safe participation in training or to produce valid assessment evidence, even with reasonable adjustment. Any refusal decision must be documented, communicated in writing, and include information on the learner's right to access the Complaints and Appeals process.

1.4 Student support during the course

AMS provides reasonable training support to maximise the chance of successful completion. Support strategies may include (subject to the assessment method and unit requirements):

- Additional mentoring or coaching on learning strategies (not providing answers).
- Allowing oral responses for relevant questions were permissible.
- Use of signs, pictures, graphics and plain-English explanations.
- Modification of learning materials (e.g., formatting, readability) without changing required outcomes.
- Practical demonstration or structured interview to evidence competence were allowed by the assessment tool.

Note: Adjustments must not invalidate the assessment. For example, use of an interpreter is not permitted where the assessment requires demonstration of English communication skills.

1.5 Providing Support to Trainers

AMS Trainers are provided with opportunities for professional development regarding LLND support services and requirements.

Reasonable adjustment and integrity controls

Reasonable adjustment decisions are made case-by-case, based on evidence of learner need, the requirements of the unit(s), and the assessment method. Adjustments must not reduce the standard required by the training product and must preserve the validity, sufficiency, authenticity and currency of evidence.

- All adjustments are recorded using the Reasonable Adjustment Record.
- Where a scribe or oral assessment is used, the assessor confirms and documents authenticity controls (e.g., assessor questioning, observation, and declaration).
- Adjustments are reviewed if they are not effective or if course requirements change.

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Recordkeeping and evidence requirements

The following evidence must be retained on the student file (where applicable):

- Completed LLND Questionnaire (dated).
- Trainer/assessor support call checklist or notes, including the decision outcome.
- Support plan (if used) and review notes.
- Reasonable Adjustment Record (if used).
- Support and referral log entries (support provided, dates, and outcomes).
- Any communications to the learner regarding suitability, deferral or refusal, including complaints and appeals information.

Records are stored in aXcelerate/PowerPro and/or Cloud Assess in accordance with AMS Records Management requirements and privacy obligations.

Confidentiality

Information relating to learner support needs is confidential and is handled in accordance with the Student Privacy Policy. Access is limited to staff who require the information to support training, assessment and learner wellbeing.

Responsibilities

Learners: Provide accurate information about their learning needs where known, participate in screening activities, and engage with offered supports.

RTO Administration team: Distribute, track and file LLND questionnaires, maintain records in aXcelerate/PowerPro/Cloud Assess, escalate identified risks to the Training Lead.

Trainers/Assessors: Review LLND screening information, conduct support calls, implement and document support plans and reasonable adjustments, maintain assessment integrity, record support and decisions.

Training Lead / Management: Provide guidance on complex cases, approve and monitor reasonable adjustments where required, maintain external referral pathways, review trends for continuous improvement.

Recommended external agencies and resources

Adult Learning Australia: Free resources for numeracy, communication, reading and writing. <https://ala.asn.au/lln-network/>

The Reading Writing Hotline: National service for adults seeking English language, literacy and numeracy advice and support. <https://readingwritinghotline.edu.au/>

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The Australian Federation of SPELD Associations (AUSPELD): Support for specific learning difficulties such as dyslexia. <http://auspeld.org.au>

Adult Migrant English Program (AMEP): English language tuition for eligible migrants and humanitarian entrants <https://immi.homeaffairs.gov.au/settling-in-australia/amep/find-a-class/providers-and-locations>

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