

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

1. Purpose

This policy and procedure outlines Mars Institute's approach to identifying, reviewing and supporting the language, literacy, numeracy and digital literacy needs of prospective and current international students.

Mars Institute reviews students' LLND skills before enrolment acceptance or before course commencement, where conditional admission applies, to determine whether the selected training product is suitable and whether additional support is required. This process helps students make informed study decisions, supports their wellbeing and reduces the risk of students commencing training that is not appropriate to their current skills.

LLND outcomes are used to guide tailored support, referrals, reasonable adjustments and trainer support strategies. For international students, LLND processes also support appropriate course admission, course progress, intervention and completion within the expected duration of study recorded on the student's Confirmation of Enrolment.

2. Scope and responsibility

This policy applies to all current and prospective international students and all staff members, including contractors, of Mars Institute.

The responsibility for implementation of this policy and procedure is primarily allocated to the Induction staff from the Administration department. Admission staff from the Administration department, as well as trainers/assessors, are responsible for providing support in the implementation of this policy.

Responsibility table:

Task	Responsible Personnel
LLND test / IELTS test reviewer	Student Administration Team
Discussion with the student regarding the test result	Student Administration Team
Enter the results in the student's file	Student Administration Team
Monitoring student's progress	Trainer and Assessor and Student Support Officer

3. Definitions

LLND: Language, Literacy, Numeracy, and Digital Literacy

Language: Means the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way, including any nonverbal method of expression or communication such as a language of gesture and facial expression

Literacy: Means the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing

Numeracy: Numeracy means the ability to use mathematical information and concepts to complete tasks in a specific context

Digital Literacy: refers to the ability to use digital devices and technologies to access, create, communicate, and manage information safely and effectively. This includes applying critical thinking, adapting to changing technology, and addressing digital safety and well-being. As technology evolves, so do the skills needed to stay digitally capable.

Student: Means a prospective or enrolled overseas student undertaking or applying to undertake a CRICOS-registered course with Mars Institute

VET: Vocational Education and Training

IELTS: International English Language Testing System (IELTS)

PTE: Pearson Test of English; PTE tests, with the exclusion of internet-based tests (IBTs), are acceptable

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4. Policy

Mars Institute recognises that students commence training with different skills, experiences, motivations and support needs. Mars Institute is committed to identifying students' language, literacy, numeracy and digital literacy needs early and providing appropriate support to assist students to participate successfully in training and assessment.

Mars Institute will not discriminate against students who require LLND support. Students will be treated fairly and respectfully, and support needs will be managed confidentially. Where reasonable adjustments are required, Mars Institute will ensure adjustments support access and participation without compromising the competency requirements of the training product.

LLND screening is completed before enrolment acceptance, wherever possible. Where conditional admission applies, LLND screening must be completed before course commencement. This is managed in an approved LLND Assessment Tool that provides a valid and reliable evaluation of validly and reliably assesses a student's competence for LLN language, literacy, and numeracy levels against the Australian Core Skills Framework (ACSF), as well as their digital literacy. These will be discussed further in the succeeding section of this policy.

LLND needs may also be identified through pre-training review/induction, student interview, or trainer referral.

5. Procedure

5.1 LLND Assessment Requirements

- i. Mars Institute requires all students applying for enrolment in a VET program to undertake an LLND test as part of the enrolment and Induction process, prior to commencing their studies.
- ii. Mars Institute determines the language, literacy, numeracy and digital literacy requirements of each training product by analysing the requirements of the qualification and relevant units of competency, assessment requirements, delivery mode, workplace requirements and digital technologies used during training and assessment. Where appropriate, Mars Institute may use recognised frameworks such as the Australian Core Skills Framework (ACSF) to support benchmarking. The LLND assessment used for each prospective student must be appropriate to the training product for which the student is seeking enrolment.
- iii. The LLN Test and Assessment will assess the Five (5) Core Skills in the ACSF following areas.
 - a. Reading
 - b. Writing
 - c. Numeracy
 - d. Oral Communication
 - e. Learning
- iv. The LLN Assessment Tool used by Mars Institute is generated by LLN Robot <https://llnrobot.com.au>.
LLN Robot uses a purpose-built diagnostic tool to determine the required ACSF/core skill levels of a unit of competency. LLN tests are based on AQF Qualifications. This means that students will undertake LLN tests specifically designed for the course for which they have applied. Students are allowed one attempt per test. However, a second attempt may be provided if the student experiences technical difficulties during the first test.
- v. What the test results mean:

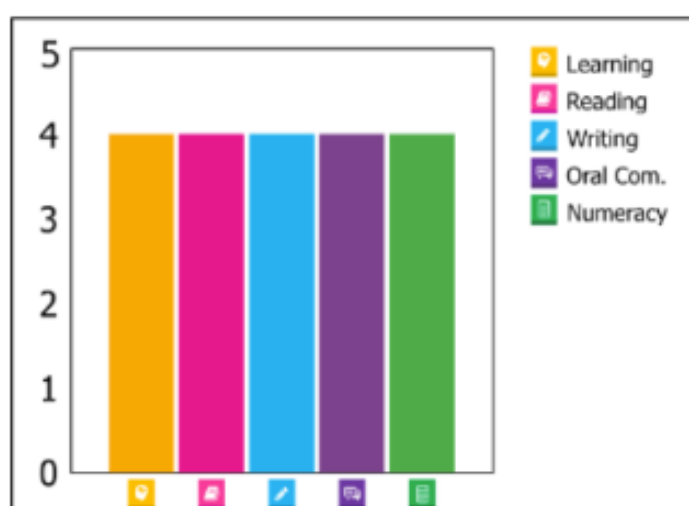
Learner meets the required ACSF level for the course enrolled in at Mars Institute

No LLN needs have been identified. Student can commence the course.

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Learner is one level below the required ACSF level for the course	It is generally expected that students through the program of their studies will be able to increase their ACSF levels in each band up to Level 1 thus usually practices will deem a student's LLN levels as acceptable where their levels are identified as being one below the number identified.
Learner is two or more levels below the required ACSF level for the course enrolled in at Mars Institute.	Students who do not meet this level as a minimum will be reviewed on an individual basis, with appropriate support and strategies in place for students who score 2 levels below this again, it is also reasonably expected that these students will be able to successfully complete this qualification with support and monitoring as required.

An example of the Australian Core Skills Framework (ACSF) levels for students graduating from the AUR30620 Certificate III in Light Vehicle Mechanical Technology are as below:



- vi. As part of the LLND test, students' basic digital literacy is also evaluated to ensure they can successfully participate in digital aspects of their course. This includes the ability to log in to a computer, navigate an online testing system, access emails, use a mouse and keyboard, and read/respond to online content. This is further discussed in Section 5.2 of this policy. If a student is unable to complete the LLND test due to digital barriers, they will be individually assessed and supported in line with the LLND support strategies outlined in Section 6.1 of this policy.

5.2 Evaluation of Digital Literacy

As part of the student's enrolment application, the students will have their digital literacy evaluated to confirm they can access and engage with online systems used for training and assessment.

LLN Robot requires students to undertake basic digital literacy to complete the evaluation. This includes, but is not limited to:

1. The ability to log on to a computer
2. Access emails and click a link within an email
3. Login into an online database (LLN Robot)
4. Use a mouse and keyboard
5. Read and respond to online text

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Students who complete their online LLN evaluation will be considered to meet the digital literacy. Students who are unable to complete their LLN online will be evaluated individually as per the LLN support strategies of this policy to see whether they meet the digital literacy.

5.3 Short Courses

Short courses offered by Mars Institute (usually a standalone subject), require the student to follow short courses terms and conditions. Please refer [Short Course Terms and Conditions](#).

5.4 Exemptions from Full LLND Assessment

Where a student already holds a qualification at a higher AQF level than what they are wanting to enrol in, and provides evidence of this, an LLN assessment may be deemed as not required.

5.5 Initial LLND Meetings

- i. Students whose LLND assessment results indicate that they are two or more ACSF levels below the level required for the relevant training product must attend an initial LLND meeting before their enrolment suitability is determined. Mars Institute may also require a meeting where the student's enrolment application, assessment results or other available information indicates that additional support may be required.
- ii. Students may book an initial LLND meeting through the appointment booking system, or Mars Institute staff may arrange the meeting with the student where attendance is required.
- iii. The meeting may be conducted by an appropriately qualified LLND reviewer, Student Support Officer or trainer/assessor. During the meeting, the staff member will discuss the assessment results with the student, consider any relevant circumstances and identify suitable support or referral options.
- iv. The staff member conducting the meeting must complete and submit an LLND Meeting Notes form. The completed form must be retained in the student's file in Wisenet.
- v. A student who identifies a need for LLND support at any time during their course may request assistance by completing the LLND Support Form, available through Mars Institute's website or campus.

6. LLND Support and Entry Suitability Outcomes

Following completion of the LLND assessment and, where applicable, an initial LLND meeting, authorised Mars Institute staff will review the student's result and other information to determine their suitability for entry and any support required.

6.1 Additional Support Following LLND Assessment

Based on the review, Mars Institute may determine that:

1. The student can enrol into the class with no further action.
2. The student can enrol into the class with a support plan (Training Supplement generated automatically from LLN robot system)
3. A subsequent telephone or face-to-face additional evaluation may be made.
4. The student can undertake the evaluation again immediately if technical issues were identified.
5. The student will be referred to a third party or program to assist with their needs.
6. The student can undertake the evaluation again in the future.
7. The student is currently not suitable to undertake this program, in which case Section 6.2 of this policy will apply.

Where a student is admitted with additional support, strategies may include, but are not limited to:

- structured guidance and step-by-step instructions tailored to the student's assessed level;
- practical activities that develop reading, writing, numeracy and digital literacy skills relevant to study and workplace tasks;

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- visual aids, peer support and guided or independent practice activities;
- integration of LLND skill development into class activities and assessment preparation;
- an individual support plan or Training Supplement; and
- referral to an appropriate internal or external support service.

The relevant trainer/assessor will be informed of any support arrangements necessary to assist the student. The support arrangements will also be discussed with the student. Where training is workplace-based, relevant recommendations may be provided to the employer or workplace supervisor where appropriate and with the student's consent.

LLND support may be provided face-to-face or online by an appropriately qualified staff member, trainer or support officer. Mars Institute will provide up to three LLND support sessions per qualification at no additional charge.

Where a student requires support beyond the three sessions, Mars Institute will review the student's needs and progress and may:

- provide further internal support;
- refer the student to an appropriate external or specialist service;
- develop or revise an intervention plan; or
- review the student's continuing suitability for the course.

All decisions, support arrangements, referrals and relevant follow-up actions must be documented in the student's file.

6.2 Determination of Unsuitability for Program entry

Where Mars Institute determines that a student is not currently suitable to enter the training product, the student will be informed of the decision and the reasons for it as soon as practicable.

Where a determination is made that the student is not currently suitable to undertake the program, they may be referred to:

- a lower-level course (if available)
- an appropriate third party to assist in developing the necessary foundation skills.

Students may have the opportunity to reattempt program entry at a later date once the recommended development has occurred.

7. Tools to assess LLND

Mars Institute uses approved LLND assessment tools to assess students' language, literacy, numeracy and digital literacy skills relevant to the training product they are applying for. Mars Institute may use the following evidence as part of the LLND and admission suitability review:

Tools	Purpose
IELTS, PTE or equivalent English language evidence	To support the assessment of English language proficiency for international student admission requirements
Student interview/pre-training review/induction	To confirm course suitability, support needs, digital access and capacity to participate
Trainer/assessor referral	To identify LLND needs that become evident after course commencement
Student self-disclosure	To identify support needs, accessibility needs or reasonable adjustment requirements

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LLN Robot	To assess international students' language, literacy, numeracy, and digital literacy skills relevant to their trades course
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IELTS, PTE or equivalent English language evidence supports the English language component of admission suitability. It does not replace assessment of numeracy or digital literacy where these skills are required for the selected VET course.

8. Digital literacy skills assessment

Digital literacy is assessed as part of LLND review for students enrolling in a course that requires the use of a computer, internet, learning management system, online assessment platform or digital communication tools. This assessment is based on the following criteria:

- log on to a computer
- access email and click a link within an email
- log in to the online LLND assessment
- use a mouse and keyboard
- navigate an online learning or assessment platform
- read and respond to online text
- upload or submit digital documents, where required
- access online learning resources safely and appropriately

Students who pass the online test with the LLN robot will be considered to meet digital literacy requirements.

9. Review and appeal of LLND outcome

Students may request a review of their LLND outcome where they believe the result does not accurately reflect their skills or where exceptional circumstances affected their performance. Examples may include verified technical issues, illness, accessibility barriers or administrative error. Review requests will be considered by the Student Support Officer. Where approved, the student may be offered an additional assessment attempt, an interview, alternative evidence reviews or referral to support services.

10. Records management

Mars Institute will retain records of LLND and digital literacy processes in the student management system. Records may include:

- LLND assessment results
- English language evidence, including IELTS, PTE or equivalent evidence
- student interview or pre-training review notes
- LLND meeting notes
- student support plans
- trainer notification records
- reasonable adjustment records
- referrals to internal or external support services
- intervention and course progress records
- review or appeal outcome records

Access to LLND records will be limited to staff who require the information to support the student, make course suitability decisions or meet compliance requirements.

11. Continuous Improvement

Mars Institute will review LLND processes at least annually or earlier where issues are identified. The review may consider LLND assessment outcomes, student progress, support session attendance, course completion data, trainer feedback, student feedback, intervention records and appeal outcomes.

Where gaps or trends are identified, Mars Institute will record actions in the continuous improvement register and update LLND processes, tools, staff training or student support arrangements as required.