



DIGITAL LITERACY

POLICY AND PROCEDURE



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1. Rationale and policy statement

Rationale

Aura Education considers digital literacy a core skill of equal importance to language, literacy, and numeracy. Its students depend on digital devices and systems at every stage of their studies: to apply and enrol, to complete the pre-enrolment assessment, to access learning materials, to submit assessments, and to operate the industry software required for their qualification. A student who cannot use that technology confidently is unable to participate on the same basis as others, irrespective of their vocational ability.

By identifying digital literacy needs before enrolment and responding to them promptly, the college aims to support informed enrolment decisions and enable equitable participation. Where an assessment identifies a gap, Aura Education does not decline the applicant. The college provides support, implements reasonable adjustments where appropriate, or advises the applicant of an alternative pathway better suited to their current skills.

Policy statement

Aura Education will:

- identify and publish the digital skills, devices, software and internet access each training product requires;
- assess the digital literacy of every prospective student before enrolment, using a validated tool, at the same time as the language, literacy and numeracy assessment;
- advise each prospective student whether the training product is suitable for them, and what support is available;
- provide support pathways and reasonable adjustments where a gap is identified, and advise on alternative pathways where a student's needs cannot be met;
- never use a digital literacy assessment to exclude a person because of a protected attribute, or as a substitute for the entry requirements of the training product;
- provide learning platforms and materials that are accessible, reliable and fit for the mode of delivery, and require students and staff to use them safely, lawfully and honestly; and
- record every assessment, adjustment and intervention, and use the data to improve practice.

This document specifically addresses digital literacy. It is read together with the Language, Literacy and Numeracy Policy and Procedure, which covers the language, literacy and numeracy components of the same pre-enrolment review.

2. Definitions

Term	Meaning
Digital literacy	The ability to use digital devices, software and networks to find, create, manage, communicate and evaluate information safely and appropriately. Digital literacy exists on a continuum; the level required depends on the context in which it is applied.
Digital Literacy Skills Framework	The Commonwealth framework, which sits alongside the Australian Core Skills Framework (ACSF), describes digital literacy as an additional core skill from Pre Level 1 to Level 3, using indicator .12 (awareness of self as a digital user) and indicator .13 (knowledge, use, and application of digital literacy skills).
Digital literacy requirement	The digital skills, devices, software and connectivity a student needs to undertake a particular training product as Aura Education delivers it.
Reasonable adjustment	An adjustment made for a VET student with disability, consistent with the Disability Standards for Education 2005, that enables the student to participate in training and assessment on the same basis as others. An adjustment must not alter the mandatory requirements of a unit of competency, lower the standard against which competency is judged, or confer an advantage.
Support pathway	A program, resource, tutorial, mentoring arrangement or external referral offered to a student to build the skills needed to participate in and complete their course.
Assistive technology	Software or hardware that enables a person with disability or ongoing ill health to use a digital system, including screen readers, magnification, captioning, speech-to-text and alternative input devices.

3. Purpose

This document explains how Aura Education ensures that a student has the digital skills their course demands, and what happens when they do not. It covers:

- how the digital literacy requirement of each training product is set and published;
- how digital literacy is assessed before enrolment, and how the result informs advice on suitability;
- the support and reasonable adjustments offered where a gap is found;
- how students and staff are expected to use Aura Education systems; and
- who does what, and what has to be recorded.

4. Scope

This document applies to all prospective, current and former students of Aura Education, in every training product on its scope of registration, and to on-campus delivery and any online systems, materials or assessment used to support it.

It applies to all Aura Education staff, trainers, assessors, contractors, education agents and third parties involved in marketing, admissions, enrolment, training, assessment or student support, and to all digital systems a student is required to use to complete their training and assessment.

5. Alignment and legislative context

Type	Instrument	Relevance
Standard	Outcome Standards for NVR Registered Training Organisations 2025 - Standard 2.2	VET students are advised, prior to enrolment, about the suitability of the training product for them, considering their skills and competencies, including language, literacy and numeracy proficiency and digital literacy. Performance Indicator 2.2(1)(a) requires procedures to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and digital literacy. Supported by Standard 2.1 (clear and current information, including any obligation on students to acquire materials, equipment or IT), Standards 2.3 and 2.4 (training support services and reasonable adjustments for students with disability), Standard 1.8 (facilities, resources and equipment that are accessible and sufficient) and Standard 4.4 (monitoring, evaluation and continuous improvement).
Guidance	ASQA Practice Guide - Information (Standards 2.1, 2.2)	Sets the expectation that an RTO provides accurate, accessible information about the digital literacy skills needed for a training product, uses a review approach that leads to accurate advice on suitability, advises alternative products or pathways where a student does not have the required skills, and informs students of the reasonable adjustments and support available. Identifies as a known risk the failure to consider digital literacy in the context of the training product a student intends to enrol in.
Framework	Australian Core Skills Framework (ACSF) and Digital Literacy Skills Framework (DLSF)	Adopted by Aura Education as the benchmark used to describe and assess a student's digital literacy level, as set out in procedure 8.1. The DLSF adds digital literacy as a sixth core skill alongside the five ACSF core skills and describes performance to Level 3 only; requirements above that level are taken from the training product itself. Neither framework is a regulatory instrument. The Australian Government recognises DigComp as its preferred guide for digital skills and training activity, and the Australian Digital Capability

Type	Instrument	Relevance
		Framework as its Australian adaptation; the DLSF remains the framework that describes foundational digital literacy levels and is used here for that purpose.

6. Staff responsible

Role	Responsibilities
Chief Executive Officer (CEO)/Compliance	Approves this document, resources the systems and supports it requires, and receives reporting on its effectiveness at least annually. Maintains this document, ensures the assessment tool is validated and fit for purpose, maintains records and registers, and reports outcomes and trends.
Academic Coordinator	Determines and documents the digital literacy requirement for each training product, approves adjustments affecting assessment, and ensures materials and platforms are accessible.
Admissions Officer	Provides pre-enrolment information, administers and records the assessment, issues suitability advice, and refers identified gaps for support.
Student Support Officer	Arranges support pathways and adjustments with the student and trainer, monitors progress, and records the support provided and its outcome.
Trainers and assessors	Identify students struggling with the digital demands of the course, implement agreed adjustments, refer students for support, and report platform or resource barriers.
IT support	Maintains accounts, access and the learning platform, supports assistive technology, and reports faults and security incidents.
Students	Complete the assessment honestly, meet the device and connectivity requirements advised before enrolment, engage with the support offered, and use Aura Education systems safely, lawfully and honestly.

7. Breach of policy

A breach includes enrolling a student without completing the pre-enrolment review, failing to record or implement an agreed adjustment, misrepresenting the digital requirements of a course, a student completing the assessment dishonestly or having another person complete it, sharing or misusing account credentials, submitting work for assessment that is not the student's own, and using a digital system in a way that breaches privacy or the law.

Breaches are managed under the Complaints and Appeals Policy and Procedures and, where enrolment is affected, the Deferment, Suspension and Cancellation Policy and Procedures, with the decision, reasons and outcome recorded in each case.

Who	Possible consequences of a substantiated breach
Staff, contractors and third parties	Additional training or supervision; corrective action; formal warning or disciplinary action; suspension or termination of a third-party or agent arrangement.
Students	Re-assessment of digital literacy; a support plan; an assessment outcome set aside where the work assessed is not the student's own; withdrawal of access to a system where use is unsafe or unlawful; in serious cases, suspension or cancellation of enrolment.

8. Procedures

8.1 Determining the digital literacy requirement of a training product

Responsibility: Academic Coordinator

1. Before a training product is delivered, identify the digital skills it requires and the devices, software, accounts and internet access a student must have, considering the unit requirements, the mode of delivery, the assessment methods and the industry the qualification leads to. Note anything Aura Education supplies.
2. Express the required skill level using the Digital Literacy Skills Framework and record the requirement in the training and assessment strategy.
3. Provide the requirement to marketing and admissions staff for publication on the website, in course information and in the student handbook, and to education agents and any third party that markets or recruits on Aura Education's behalf.
4. Review the requirement at each scheduled review of the training and assessment strategy, and whenever the training product, delivery mode or platform changes. Where a change affects students already enrolled, notify them as soon as practicable and confirm what support is available.

The benchmarks used by Aura Education are summarised below. The framework stops at Level 3, so where a training product demands more, the requirement is written from the units of competency instead. The capabilities evidenced by the CSPA Digital Literacy assessment correspond to the framework's focus areas: digital technologies and systems; create, organise, present and problem solve; connect, communicate and collaborate; and digital identity and safety.

Level	Indicator .12 - awareness of self as a digital user	Indicator .13 - knowledge, use and application
Pre Level 1	Very limited awareness of self as a digital user.	Very limited knowledge and use of digital devices, with structured support and modelling.
Level 1	Some awareness of self as a digital user in highly familiar contexts.	Beginning to use digital devices and software in highly familiar contexts, with prompting and advice available.

Level	Indicator .12 - awareness of self as a digital user	Indicator .13 - knowledge, use and application
Level 2	Understands self as a digital user in familiar contexts.	Applies a limited range of strategies to manage digital devices and applications in familiar contexts, with support available on request.
Level 3	Active awareness of self as a digital user across familiar and some unfamiliar contexts.	Applies and experiments with digital tools and software across familiar and some unfamiliar contexts, working independently.

8.2 Pre-enrolment assessment and advice on suitability

Responsibility: Admissions Officer

1. The Admissions Officer sends the prospective student written information before enrolment and before any fees are paid. The information states the digital skills, devices, software, and internet access the course requires; that a digital literacy assessment must be completed as part of admission; what training and wellbeing support is available; and how to request a reasonable adjustment.
2. The Admissions Officer issues the student with access to ACER's Online Assessment and Reporting System (OARS). The student completes the assessment remotely, in their own time and in private. Language, literacy, and numeracy are assessed using the ACER Core Skills Profile for Adults (CSPA), and digital literacy is assessed using the CSPA Digital Literacy assessment.
3. The Admissions Officer tells the student who to contact if they cannot log in, lose connection, or cannot complete the assessment for a technical reason, and confirms that the student will not be disadvantaged by a technical fault. Where a fault occurs, the Officer arranges a further attempt, records what happened, and reports any recurring fault to IT or systems support.
4. The Admissions Officer assesses the result against the requirement recorded under procedure 8.1, and refers any result they are unsure about to the Academic Coordinator before advice is given.
5. The Admissions Officer advises the prospective student in writing whether the training product is suitable. Where the result is below the requirement, the advice sets out the support available, the adjustments that may be made, and any alternative training product or pathway better suited to them.
6. Where a student proceeds despite a gap, the Admissions Officer records the agreed support plan before enrolment is confirmed and refers the student to the Student Support Officer under procedure 8.3.
7. The Admissions Officer records the result, the advice given and any support agreed on the student file and in the student management system, including where no gap was identified, and retains the completed assessment as evidence.

8.3 Support and reasonable adjustment

Responsibility: Student Support Officer; Trainers and Assessors; Academic Coordinator

Support pathways and reasonable adjustments are arranged, approved, documented and reviewed in accordance with the Student Support Policy and Procedure. In addition, for a digital literacy gap:

1. Agree the support pathway with the student, which may include digital skills tutorials, guided practice tasks, mentoring, printed or offline alternatives to online material, or referral to an external provider.
2. Where assistive technology or an alternative method of submission is required, refer the matter to the Academic Coordinator for approval before assessment commences.
3. Re-assess digital literacy where a student continues to experience difficulty and record the outcome on the student file.

8.4 Access, orientation and safe use of digital systems

Responsibility: IT/systems support; Trainers and assessors

1. Issue each student with their own account and access to the learning management system and any other system required for their course before training commences.
2. Include in orientation a practical induction for every student, regardless of their assessment result, covering logging in, navigating the platform, locating materials, submitting assessments, joining an online session, and where to get help. Provide plain-English how-to guides on the learning platform for the duration of the course and advise students that accounts and passwords must not be shared.

8.5 Monitoring, records and continuous improvement

Responsibility: CEO/Compliance

1. Store assessment results, support plans, adjustments and consents securely, limit access to staff who need it, and retain them for the required period.
2. Review each study period: assessment results by cohort and training product, support and adjustments provided, progress and withdrawal data for students identified with a gap, feedback on the learning platform, and reported access issues.
3. Validate the assessment tool at least annually and whenever the training product, mode of delivery or platform changes, and confirm it produces advice that is accurate and fair.
4. Review findings and trends at least annually and log each improvement in the Continuous Improvement Register with an owner and due date.
5. Review this document annually, or earlier following a change to the Standards, a substantiated complaint, or a significant change to student cohorts, delivery modes or scope of registration.

9. Related documents

Policies: Language, Literacy, Numeracy and Digital Literacy Policy; Student Support Policy and Procedure; Enrolment Policy and Procedure; Complaints and Appeals Policy and Procedures; Privacy Policy and Procedure; Diversity and Inclusion Policy and Procedures.

Forms and registers: Student Support Request Form; Student Support Register; Continuous Improvement Register; Training and Assessment Strategies.

10. Version control

Version	Date	Author	Approved by	Change description
1.0	11 August 2026	Compliance	CEO	New policy developed to address digital literacy under Standard 2.2 of the Outcome Standards for RTOs 2025.