

Department Retail Institute – RTO (ID_4049)		
Title Learning, Literacy, Numeracy and Digital (LLND) Policy and Procedures <i>ASQA RTO Standards (2015) – Clause 1.7</i>		Effective August 2024
Version ID No.1_Aug 2024	Superseding Version New Policy	Effective August 2024
Approved by Head of Retail Institute ARA Retail Institute	Next Review Aug 2026	Once printed, this document is not controlled.

1. Policy objective

- 1.1. The objective of this LLND policy and procedure is to ensure that the ARA Retail Institute (ARA RI), is committed to maintaining a learning environment that supports the individual needs of learners and does not discriminate against any learner or potential learner who identifies as having low LLND skills. ARA RI utilises various methods to assess learners' LLND skills.
- 1.2. This policy applies to all staff, trainers, assessors, and learners at ARA RI. It includes processes for assessing and supporting LLND skills to enhance learner outcomes.
- 1.3. The ARA RI, through the application of this Policy, will:
 - i. specifically focused on LLND and apply to all Learners including potential Learners enrolled or seeking to enrol in a nationally accredited qualification course with ARA RI.
 - ii. not replace or modify procedures or any other responsibilities which may arise under other policies.
 - iii. implement a mandatory LLND test to assess competence in reading, numeracy and digital literacy. This test will be administered via an online process.
 - iv. Since 2016 onwards, RTOs are also required to publish Entry Requirements for each course setting out eligibility requirements that must be met to enrol in each VET course of study.
 - v. The Australian Core Skills Framework (ACSF) is a tool that describes and measures LLND skills and is based on the National Reporting System (NRS).
 - vi. It describes levels of performance in core skills areas: learning, reading, writing, oral communication numeracy and digital literacy.
 - vii. Applications include assessing core skills performance, describing core skills in the workplace, and mapping curricula.
 - viii. ARA RI has chosen to use the ACSF as its benchmark for LLND skills.

2. Procedure

- 2.3 All learners who are enrolling in an accredited qualification or skills set will undergo an online, auto-graded LLND assessment during the enrolment process to determine their readiness for the selected course.
- 2.4 Assessment tools will align with the Australian Core Skills Framework (ACSF) and identify LLND skill levels in reading, writing, numeracy, oral communication, and digital skills.
- 2.5 LLND skill requirements for each course will be clearly outlined in pre-enrolment
- 2.6 Trainers and assessors will have access to their student results and identify LLND needs during training and provide ongoing support.
- 2.7 Use inclusive teaching strategies to cater to diverse learner needs.
- 2.8 Refer learners to LLND specialists when additional support is required

3. Supporting Learners

- 3.1 Learners identified as needing additional LLND support will receive a tailored support plan.
- 3.2 Plans may include additional coaching, referrals to external LLND programs, or modifications to training delivery.
- 3.3 Trainers and assessors will have access to resources, including plain language materials, digital tools, and teaching strategies to support learners.

4. Related Documents

- 4.1 Enrolment – Policy and procedures
- 4.2 Student Progress and Support – Policy and procedures
- 4.3 Participant's Handbook

5. Definitions

- 5.1. For the purpose of this Policy and associated Procedures, the following definitions apply:
 - 5.1.1. ACSF - Australian Core Skills Framework
 - 5.1.2. ILP – Individual Learning Plan
 - 5.1.3. LLND - Language, Literacy, Numeracy and Digital – literacy A training course - is defined as a pathway to achieving a nationally recognised qualification or skill set from an NRT package as listed on the ARA's Scope of Registration.