arc RETAIL INSTITUTE

Department		
Retail Institute – RTO (ID_4049)		
Title Language, Literacy, Numeracy and Digital – Policy and Procedure *ASQA RTO Standards (2025) – Quality Area 2.3*		**Effective** February 2026
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Approved by Head of Retail Institute ARC Retail Institute	**Next Review** Aug 2028	Once printed, this document is not controlled.
Reason for change	General review and RTO name change.	

1. Policy objective

1.1. The objective of this Language, Literacy, Numeracy and Digital (LLND) policy and procedure is to ensure that the Australian Retail Council Retail Institute (ARC 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, irrespective of LLND skills. ARC RI utilises various methods to assess learners' LLND skills.

1.2. This policy applies to all staff, trainers, assessors, and learners at ARC RI. It includes processes for assessing and supporting LLND skills to enhance learner outcomes.

1.3. The ARC RI, through the application of this policy, will:
   i. Apply this policy to all learners (including potential learners) enrolled in or seeking to enrol in a nationally accredited qualification course with ARC RI.
   ii. Not replace or modify procedures or any other responsibilities which may arise under other policies.
   iii. Implement a mandatory Pre-Screening and LLND Testing Form to assess competence in reading, numeracy and digital literacy. This test will be administered via an online form, hosted by the Australian service SnapForms.
   iv. Publish entry requirements for each course, setting out eligibility requirements that must be met to enrol in each VET course of study. This is in accordance with national requirements imposed in 2016.
   v. Base its LLND testing upon the principles of the Australian Core Skills Framework (ACSF). This is a tool that describes and measures LLND skills and is based on the National Reporting System (NRS).
      v.1. It describes levels of performance in core skills areas: learning, reading, writing, oral communication numeracy and digital literacy.
      v.2. Applications include assessing core skills performance, describing core skills in the workplace, and mapping curricula.
      v.3. ARC RI has chosen to use the ACSF as its benchmark for LLND skills.

2. Procedure

2.1 All learners who are enrolling in an accredited qualification or skill set will undergo an online, auto-graded LLND assessment during the enrolment process to determine their readiness for the selected course.

2.2 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.

2.3 LLND skill requirements for each course will be clear during pre-enrolment processes.

2.4 Trainers and assessors will have access to their students' results, allowing them to identify LLND needs during training and provide ongoing support.

2.5 Inclusive teaching strategies will be used to cater to diverse learner needs.

2.6 Learners will be referred 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 and assessment.

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 and Admission – Policy and Procedure

4.2 Student Support and Services – Policy and Procedure

4.3 Student Wellbeing – Policy and Procedure

4.4 ARA RI Participant Handbook