Policy & Procedure

LANGUAGE, LITERACY, NUMERACY and DIGITAL LITERACY (LLND) POLICY & PROCEDURE

Policy number:	14	Version:	4
Responsible Person:	CEO	Reviewed by:	CEO
NRCHI Area:	Operational / RTO	Review Date:	Oct 26
Approved and adopted by:	Board of Governance	Next Review Date:	Oct 29

Scope

This policy applies to the CEO, Training Coordinator, Trainers and Assessors, administrative staff and other personnel involved in student enrolment, training, assessment and support.

It applies to prospective and enrolled students undertaking nationally recognised training with NRCHI. Where applicable, it also applies to learners participating in ACFE-funded pre-accredited programs.

This policy should be read in conjunction with the NRCHI Enrolment Policy, Pre-Training Review Policy and Reasonable Adjustment Policy.

Purpose

The purpose of this policy is to ensure that NRCHI identifies and responds to students' language, literacy, numeracy and digital literacy (LLND) needs so they can participate effectively in training and assessment and work towards their learning goals.

NRCHI will use appropriate screening and assessment methods to identify foundation skills that may affect a student's ability to undertake their proposed training. Where support needs are identified, NRCHI will discuss suitable support, reasonable adjustments or referrals with the student.

This policy promotes equitable access to training while maintaining the competency requirements and integrity of assessment.

Policy Statement

NRCHI is committed to identifying and supporting LLND needs throughout the student journey, beginning with the Pre-Training Review and continuing throughout training and assessment.

Screening and assessment will reflect the requirements of the proposed training product and the individual student's circumstances. Results will be considered alongside the student's existing skills, education, qualifications, work experience and learning needs.

Students will not be excluded solely because they have identified LLND needs. NRCHI will consider reasonable and appropriate support within its capacity and the requirements of the training product. Where needs cannot be adequately met, alternative pathways or external support services will be discussed.

Definitions

LLN: Language, literacy and numeracy skills, including reading, writing, oral communication and numeracy.

Digital literacy: Skills required to use digital devices, applications, online learning platforms and electronic information relevant to training and assessment.

This document is uncontrolled when printed

Australian Core Skills Framework (ACSF): A national framework describing five core skills: learning, reading, writing, oral communication and numeracy.

LLND screening or assessment: A process used to identify a student's current foundation skills and any gaps relevant to their proposed training.

Reasonable adjustment: An appropriate adjustment that enables a student with disability to participate in training and assessment on an equal basis with other students, while maintaining essential competency requirements and assessment integrity.

Responsibilities

The CEO
Is responsible for ensuring appropriate systems, resources and policies are in place to identify and support students' LLND needs.

The Training Coordinator
Is responsible for coordinating screening, reviewing results, considering support needs, maintaining relevant training-product foundation skills mapping and ensuring decisions and support arrangements are documented.

Trainers and Assessors
Are responsible for implementing relevant support arrangements, considering LLND needs in training and assessment, and raising additional concerns.

Administrative staff
Are responsible for assisting with screening and enrolment processes and maintaining records securely.

Procedure

Initial screening

As part of the enrolment process, all prospective students undertaking nationally recognised training are required to complete a Language, Literacy and Numeracy (LLN) assessment using the LLN Robot Online LLN Quiz . The assessment tool is mapped to the Australian Core Skills Framework (ACSF) and assists NRCHI in identifying students' current foundation skill levels and potential support needs.

The LLN Robot assessment considers the qualification level and the requirements of the proposed training. Depending on the course and learner cohort, the assessment may cover selected ACSF core skills or all five core skills: learning, reading, writing, oral communication and numeracy.

In addition to the online assessment, the NRCHI Training Coordinator considers the applicant's oral communication skills during the enrolment interview and Pre-Training Review. This may include observing the applicant's ability to participate in discussion, listen, ask questions and respond appropriately. Where further information is needed, additional screening or assessment may be undertaken.

The online assessment also provides an indication of the applicant's ability to access and complete a digital assessment. Where a student cannot complete the assessment due to limited digital skills, disability or language needs, NRCHI will provide an appropriate supported or alternative assessment arrangement.

The NRCHI Training Coordinator reviews the LLN Robot report alongside information gathered during the Pre-Training Review to consider whether the student's foundation skills are likely to support participation in the

proposed training. Where potential gaps are identified, NRCHI will discuss appropriate support, further assessment or referral options with the student.

LLN screening results will not be used in isolation to determine a student's suitability for training or to exclude a student. Decisions will take account of the actual requirements of the training product, the student's individual circumstances and the support arrangements that may be available.

For pre-accredited programs funded through the ACFE Board, NRCHI may use informal LLN screening, learner discussions or diagnostic tools, including LLN Robot, to identify learner needs and inform delivery. Where LLN Robot is used, it will be a supportive tool and will not be the sole basis for excluding a learner. Screening and support arrangements will align with the applicable ACFE Pre-accredited Quality Framework and funding requirements.

Review of results and suitability for training

The Training Coordinator will review screening results alongside information collected through the Pre-Training Review.

Where potential gaps are identified, NRCHI will discuss the findings and available support options with the student. NRCHI will consider whether additional support, reasonable adjustments, further assessment or preparation could enable the student to participate effectively.

Any enrolment decision affected by LLND results must be based on the student's individual circumstances and the actual requirements of the training product. Results will not be used in isolation to exclude a student.

Where the proposed training is not considered suitable, NRCHI will explain the reasons, document the outcome and discuss alternative pathways where appropriate. These decisions will be consistent with the Pre-Training Review Policy and Procedure.

LLND Support and Reasonable Adjustment

Students may disclose learning difficulties, disability, language needs, limited digital skills or other barriers at enrolment or at any stage during training. Staff must respond respectfully and discuss appropriate assistance without making assumptions based on cultural background, first language, disability or educational history.

Depending on the student's needs and NRCHI's available resources, support may include additional explanations, structured learning activities, individual guidance, practice opportunities, supplementary learning resources, assistive technology, digital skills guidance or referrals to external services.

Where ongoing assistance is required, NRCHI will document the agreed arrangements in an individual training plan. The record should identify the support required and agreed actions. Where reasonable adjustment is required, NRCHI will follow its Reasonable Adjustment Policy and Procedure and applicable legal requirements.

Trainers and Assessors will implement relevant support arrangements within their responsibilities and raise further concerns with the Training Coordinator.

Where support needs exceed NRCHI's available expertise or resources, NRCHI will discuss appropriate external services, foundation skills programs or alternative training pathways with the student.

Inclusive Support and Digital Access

NRCHI will provide respectful and inclusive LLND screening and support arrangements for all students, including culturally and linguistically diverse learners and Aboriginal and Torres Strait Islander peoples.

Individual language, communication, cultural or other circumstances will be considered when selecting screening methods and support arrangements. Students will not be presumed to require assistance solely because of their cultural identity, first language or educational background.

NRCHI will also consider whether students have the digital skills, devices and internet access required for their proposed training and assessment arrangements. Where barriers are identified, appropriate assistance or alternative arrangements will be discussed where practicable.

Monitoring, Confidentiality and Records

NRCHI will maintain appropriate records of LLND screening and assessment, relevant enrolment decisions, identified support needs, referrals and agreed support arrangements.

Records will be stored securely in approved recordkeeping systems, with access limited to authorised personnel. Information will be shared with Trainers, Assessors and other staff only where reasonably necessary to support the student's training, assessment or wellbeing and in accordance with applicable privacy requirements.

NRCHI will monitor the effectiveness of support arrangements through assessment results, student feedback, training progress and staff observations. Arrangements will be reviewed and updated where necessary.

Students who are dissatisfied with the support offered may raise their concerns through NRCHI's Complaints and Appeals Policy and Procedure.

Records will be retained in accordance with NRCHI's recordkeeping procedures and applicable regulatory and funding obligations.

Related Documents and Compliance

This policy should be read in conjunction with NRCHI's:

- Pre-Training Review Policy.
- Student Enrolment Policy.
- Student Support Policy.
- Reasonable Adjustment Policy.
- Access and Equity Policy.
- Privacy Policy.
- Complaints and Appeals Policy.
- Records Management Policy

Related Legislation and Compliance

Victorian Registration and Qualifications Authority (VRQA) ***Guidelines - Standards for Vocational Education and Training Providers*****,** including the **2025 Standards for Registered Training Organisations (RTOs)**
Skills First program requirements and applicable VET Funding Contract
Applicable Commonwealth and State Government Funding Agreements, Contracts and Guidelines
Applicable VET legislation, data reporting requirements and regulatory instruments.
Adult, Community and Further Education (ACFE) Board – Pre-accredited Quality Framework

Document Locations

Electronic file folders accessible by NRCH Administration staff
Policy and Procedure Manual

Date reviewed	Version	Details of changes (if any)	Date of next review
March 2025	3	Significant reformatting. Inclusion of ACFE PQF+	March 2028
Oct 26	4	Revision of policy to improve clarity, comply with VRQA Guidelines and 2025 Standards for RTO's and reformat	Oct 29