1.03.812 Language, Literacy, Numeracy and Digital Skills Policy

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What you need to know – key take outs

The purpose of this policy is to ensure that all students are provided with learning pathways that meet their individual language, literacy, numeracy and digital skills.

ITeC Academy will;

- Assess a student's language, literacy, numeracy and digital (LLN&D) skills for full qualifications prior to their enrolment to ensure they have appropriate skills to complete the training and assessment tasks for their qualification (training product).

- Support students during their study with training and assessment materials and strategies that are written in plain English and suitable to the level of workplace skills being delivered and the training product.

- Provide clear information to students about the detail of the language, literacy, numeracy and digital assistance available.

- Recommend and consult with students about available external support services that are beyond the ITeC Academy resources and best placed to meet their individual needs. Support referral arrangements where required.

- Consult and potentially negotiate time extensions to complete training programs if necessary.

Always read this policy in conjunction with the related procedures identified below.

Policy principles	ITeC Academy will implement a systematic approach to identifying learner's Language, Literacy, Numeracy and Digital skills within the resources of ITeC Academy and facilitate support strategies to maximise individual learner outcomes.
Purpose	The purpose of this policy is to ensure that ITeC Academy is equipped and able to determine the needs of students with regards to Language, Literacy and Numeracy skills so that it can best meet the student's individual needs.
Risk statement	IRT and ITeC Academy have a low-risk appetite for failing to meet our legislative obligations.
Scope	The scope of this policy covers all ITeC Academy students, employees, contractors and/or third parties acting on behalf of ITeC Academy and potential ITeC Academy students.
Related procedure	Full procedure is outlined in the ITeC Academy Procedure Manual Section; • Language, Literacy, Numeracy and Digital Skills Assessment

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Related documents	• LLN Assessment/Screening Tool - LLN Robot
	• Digital Assessment/Screening Tool - Digital Robot]
	• Student Handbook
	• RTO Procedure Manual
Compliance requirements	• National Vocational Education and Training Regulator Act 2011
	• Standards for RTOs 2025;
	o 2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.
	o 2.3 VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.
Diversity Statement	IRT and ITeC Academy are committed to respecting, valuing and celebrating diversity in all its forms in our customer, older people and workforce population and catering for diverse needs through respectful, inclusive and equitable practices.
Policy owner	General Manager ITeC Academy
Publish date	August 2025
Content Manager reference number	EDOC2025/0043511

1 Regulatory Standards and Relevant Legislation

This policy has been written to align with the Standards for RTOs 2025 and other relevant legislation and regulations. The following table explains the link between this policy and the relevant external requirements.

Standard / legislation	What this means
National Vocational Education and Training Regulator Act 2011	The National Vocational Education and Training Regulator Act 2011 is legislation that establishes the Australian Skills Quality Authority (ASQA) as the national regulator for the vocational education and training (VET) sector.
	ASQA is tasked with ensuring the quality and consistency of VET services across Australia.
	ASQA has powers to investigate complaints, conduct audits of providers, impose sanctions for non-compliance, and revoke registrations or accreditations where necessary to protect the integrity and quality of the VET sector.
Standards for RTOs 2025	• 2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.
	• 2.3 VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.

2 Language, Literacy, Numeracy and Digital Skills Assessment

2.1 Needs Assessment – Pre Enrolment

Prior to enrolment, learner skills and associated needs are identified through assessment of their skills via the following;

- Enrolment information.
- Interview (if determined necessary)
- LL&N skills assessment (applicable to full qualifications)
- Digital skills assessment (applicable to full qualifications)

For full qualifications, assessment will be facilitated using an online assessment tool provided by LLN Robot and Digital Robot or other approved assessment tool. This occurs during the enrolment process and prior to the enrolment being finalised.

The LL&N Assessment Summary Report & Digital Assessment Summary Report is saved in the Student Management System.

Consideration of <u>student characteristics and needs</u> are also undertaken including but not limited to.

- Relevant prior training and/or employment

- Educational background

- Learning styles

- Disability

- Wellbeing needs

- Location

- Cultural or ethnic background

- Socio-economic factors

LL&N and Digital levels applicable to training products on the ITeC Academy scope of registration are listed in the Training and Assessment Strategy. The level is used as an indicator to identify if a student may have underpinning skills gaps. Support strategies (within the RTO's resources including the engagement of external parties) can be developed and applied to meet the individual needs of the student with their agreement. Consultation between the student, trainer and/or the RTO Manager is key to ensuring students are being supported and enabled to meet the course requirements.

Trainer/Assessors have access to the assessment results and will determine (where appropriate with the support of the RTO Manager) available resources that will meet the student's individual needs.

If a student's LL&N and/or Digital skills are materially below the requirement of the course they may be offered one of /combination of the following;

- Reattempt the LLN&D assessment

- Recognition of prior learning for students with significant work-related experience and available verifiable evidence

- Interview the student.

- If the needs of the student are determined to be within the scope of the RTO, ITeC Academy will develop a strategy to assist the learner.

- Examples of support services within the scope of the RTO's resources including but are not limited to.

    o   Negotiate an extension of time to complete training programs if necessary

    o   Additional student support sessions

- o Provision of additional recordings
- o Increased duration of work placement
- o Extended timeframes to complete assessments

- Discuss available external services with the student. These services may be engaged concurrently with the course undertaking or consecutively dependent on the consultation of the "best fit" approach with the student. ITeC Academy will provide referral support to external language, literacy and numeracy support services that are beyond the support available within ITeC Academy resources.

- For short courses; assessment will be based on the student's ability to complete the RTO enrolment documentation and interaction with the student (as appropriate). In the event the student's LLN&D skills are materially below the requirement of the course one/combination of the above will be applied.

3   Support Planning and Implementation

3.1   Support Plan

Training and assessment staff will integrate support strategies with relevant learning and assessment strategies.   Individual support plans may be developed dependent on the scope of the support agreed to. The RTO Manager (delegate) approves all individual student support plans and strategies.

3.2   Support Service/s Implementation and Monitoring

All support strategies are to be documented in the student information in the RTO's Student Management System and ongoing progress notes implemented at agreed intervals.

The Trainer/Assessor will monitor the effectiveness of the planned support and determine if the strategy requires improvement or alternative measures are required.

The RTO Manager (delegate) will make the decision on such recommendations.

4   Continuous Improvement

As part of ITeC Academy's Continuous Improvement Activities including review of student feedback, the experience and results of student support strategies will be reviewed by the RTO Leadership team to determine overall effectiveness of the strategy/s, the requirement for improvement and associated actions. This could include modification to available resources, facilities or equipment or establishing new partnerships with external services for example.

> **In practice example:**
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> An individual enrolling into an ITeC Academy Certificate III in Individual Support completes the LLN Robot and Digital Robot Assessment Tools. The results are reviewed by the Trainer/Assessor for the course and the results indicate that the individual has gaps in their LLN&D capabilities to meet the course requirements. An interview is conducted with the student, and it is determined that the student would benefit from additional work placement duration and access to class recordings to review content. This plan is discussed with the RTO Manager, who approves it. The Trainer/Assessor documents the plan in the Student Management System and updates the student's progress against the plan monthly as agreed.

5   Roles and Responsibilities

Role	Responsibility
Policy Owner – General Manager ITeC Academy	Ensuring the currency and appropriateness of the policy to meet regulatory and legislative requirements.
Policy Monitor – Compliance Manager	• Review operational compliance with policy. • Prepare draft policy improvements.
Policy Monitor – RTO Manager	Ensure day to day implementation and compliance with policy.
Implementation – Trainer/Assessors	Implement policy procedure requirements as per ITeC Academy Procedure Manual.
Implementation - Administration Team	Implement policy procedure requirements as per ITeC Academy Procedure Manual.

6   Definitions

In this Policy, words have the following meaning:

Term	Definition
RTO	Registered Training Organisation
LLN&D	Language, Literacy, Numeracy and Digital