



LLND and Digital Literacy Support Policy

1.Purpose:

This policy establishes Yarra College Australia’s (YCA) systematic approach to identifying, assessing, and supporting students with Language, Literacy, Numeracy (LLN) and Digital Literacy needs to ensure they can effectively participate in training, meet assessment requirements, and successfully complete their course.

This policy ensures that:

- LLND needs are identified prior to enrolment and during training
- Students receive timely, appropriate, and individualised support
- LLND capabilities are benchmarked against training product requirements
- Support strategies are monitored, reviewed, and adjusted
- The RTO complies with:
 - Standards for RTOs 2025 – Outcome Standard 2.3 (Support Services)
 - Australian Core Skills Framework (ACSF)
 - Relevant Digital Literacy Frameworks

2.Scope:

This policy applies to:

- All prospective and enrolled students
- All nationally recognised training products on the RTO’s scope
- All staff involved in:
 - LLND assessment
 - Training delivery
 - Student support and compliance
- All LLND processes including:
 - Assessment
 - Support planning
 - Intervention and monitoring

3.Definitions:

Term	Definition
LLN	Language, Literacy and Numeracy skills required for training and workplace performance
Digital Literacy	Ability to use digital technologies, LMS, and systems for learning and assessment
LLND Assessment	Validated assessment used to determine foundation skill levels
ILP	Individual Learning Plan outlining support strategies
ACSF	Australian Core Skills Framework used to benchmark LLN skill levels
Support Plan	Documented strategy outlining interventions and support provided

4. Legislative and Regulatory References:

This policy aligns with:

- Standards for RTOs 2025 – Outcome Standard 2.3
- National Vocational Education and Training Regulator Act 2011
- Australian Core Skills Framework (ACSF)
- Foundation Skills Training Package

5.Policy Statement:

YCA is committed to ensuring equitable access to training by providing structured and effective LLND support to students.

The RTO ensures that:

- LLND needs are identified through validated assessment tools
- Support strategies are reasonable, tailored, and evidence-based
- Students are supported to achieve competency without compromising assessment integrity
- Confidentiality and inclusivity are maintained at all times

5.1 LLND Assessment and Benchmarking

YCA ensures that:

- LLND assessments are conducted during:
 - Pre-Training Review (PTR)
 - Early stages of training (where required)
- Assessment tools:
 - Are validated and current
 - Align with ACSF levels
- Results are:
 - Benchmarked against course requirements and TAS
 - Used to determine student readiness

5.2 Identification of Support Needs





YCA ensures that:

- Students requiring support are identified based on:
 - LLND assessment results
 - Trainer observations
 - Student self-disclosure
- Support needs are classified as:
 - Minor (short-term support)
 - Moderate (structured support)
 - Significant (ongoing intervention or referral)

5.3 Support Strategies

Where LLND needs are identified, the RTO provides:

- LLN support:
 - Reading, writing, numeracy assistance
- Digital literacy support:
 - LMS navigation
 - Use of software and digital tools
- Academic support:
 - Study skills and assessment guidance
- Flexible learning strategies:
 - Adjusted delivery methods
 - Additional time or support
- Referral to external services where required

5.4 Individual Learning Plans (ILP)

YCA ensures that:

- ILPs are developed for students requiring structured or ongoing support
- ILPs include:
 - Identified skill gaps
 - Support strategies
 - Review timelines
 - Responsible staff
- ILPs are:
 - Communicated to relevant staff
 - Reviewed regularly

5.5 Monitoring and Intervention

YCA ensures that:

- Student progress is monitored through:
 - Assessment outcomes
 - Trainer feedback
 - Engagement levels
- At-risk students are:
 - Identified early
 - Provided with intervention strategies
- Support strategies are:
 - Reviewed and adjusted where required

5.6 Inclusive and Confidential Support Environment

YCA ensures that:

- Students are supported in a:
 - Non-discriminatory
 - Inclusive
 - Confidential environment
- Students are encouraged to:
 - Disclose support needs
 - Seek assistance without stigma

6. Procedure – Step-by-Step:

6.1 LLND Assessment

Step	Action	Responsibility
1	Ensure LLND tools are validated and current	Compliance Manager
2	Conduct LLND assessment during PTR	Trainer / Admin
3	Benchmark results against course requirements	Trainer

6.2 Identify Support Needs

Step	Action	Responsibility
1	Analyse LLND results and PTR outcomes	Trainer
2	Identify level of support required	Trainer / SSO

6.3 Develop Support Plan





Step	Action	Responsibility
1	Discuss support needs with student	Trainer
2	Develop ILP where required	SSO / Trainer
6.4 Provide Support		
Step	Action	Responsibility
1	Deliver academic and LLND support	Trainer
2	Provide digital literacy support	Support Staff
6.5 Monitor and Review		
Step	Action	Responsibility
1	Monitor student progress	Trainer
2	Review ILP and adjust strategies	Trainer / SSO
6.6 Recordkeeping		
Step	Action	Responsibility
1	Record LLND results in SMS	Admin
2	Maintain ILPs and support records	Admin

7. Compliance Indicators:	
Outcome Standard	Evidence of Compliance
2.3	LLND assessment results, ILPs, support records
Support Services	Academic support logs, intervention records
ACSF Alignment	LLND tools mapped to ACSF levels
Monitoring	Student progress records and reviews

8. Recordkeeping Requirements:
YCA maintains: <ul style="list-style-type: none"> • LLND assessment results • PTR records • Individual Learning Plans (ILPs) • Support and intervention records • Communication records
All records are: <ul style="list-style-type: none"> • Stored in the Student Management System (SMS) • Retained for audit and compliance purposes

9. Monitoring and Continuous Improvement:
YCA ensures that: <ul style="list-style-type: none"> • LLND support processes are reviewed: <ul style="list-style-type: none"> ○ Annually ○ During internal audits • Feedback is collected from: <ul style="list-style-type: none"> ○ Students ○ Trainers • Improvements are recorded in the: <ul style="list-style-type: none"> ○ Continuous Improvement Register

10. Related Documents:
<ul style="list-style-type: none"> • LLND Assessment Tool • Pre-Training Review (PTR) Form • Individual Learning Plan (ILP) Template • Student Handbook • ACSF Framework • Student Support Policy (PP12) • Continuous Improvement Register

