

Language, Literacy, Numeracy Proficiency and Digital Literacy Policy

1. Purpose

This policy outlines Strata Education commitment to identifying and supporting the language, literacy, and numeracy (LLND) needs of all learners enrolling in nationally recognised training, including CPP40521 Certificate IV in Strata Community Management and CPP51122 Diploma of Property (Agency Management).

2. Scope

This policy applies to all learners enrolling in accredited training with Strata Education and to all staff involved in the delivery, assessment, and support of learners.

3. Policy Statement

Strata Education recognises that language, literacy, numeracy, and digital literacy (LLND) skills are essential for learners to successfully complete their training and assessment.

LLND assessments are conducted to:

- Identify a learner's current LLND skill level
- Determine whether learners possess the foundation skills required for the qualification level
- Ensure appropriate support strategies or reasonable adjustments are in place to support learner success

4. Definitions

Language, Literacy and Numeracy (LLN) Proficiency - LLN refers to the core skills required for learning, communicating, and functioning effectively in education, training, and the workplace. These skills include the ability to read, write, interpret and communicate using written and spoken language (language and literacy), and to use and understand numbers, measurements, and basic mathematical concepts (numeracy). LLN skills underpin vocational competence and are essential for successful participation in training and assessment activities.

Digital Literacy (D)- Using digital technologies to find, evaluate, create, and communicate information safely and effectively.

Reasonable Adjustment: A measure or action taken to enable a learner with specific needs to participate in training and assessment on the same basis as others, without altering the integrity of the training product.

Inclusive Practices: is an approach to teaching that recognises the diversity of learners, enabling all learners to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.

Unjustifiable Hardship: An action that imposes excessive difficulty or cost on the RTO.

5. Regulatory and National Policy Framework

Standards for RTO's Outcome Standards 2025, Strata Education is committed to inclusive education and meeting its obligations under Standards for Registered Training Organisations (RTOs) Outcome Standards 2025, Standard 2.2.

National Policy Frameworks that guide the assessment and support of learner foundation skills:

- *Australian Core Skills Framework (ACSF)* – for assessing and supporting language, literacy, and numeracy proficiency.
- *Digital Literacy Skills Framework (DLSF)* – for assessing and supporting learners' digital capability

6. Roles and Responsibilities

6.1. Learner Responsibilities

In addition to the LLND responsibilities outlined in the Reasonable Adjustment Policy, learners are encouraged to:

- Complete the LLND section of the Pre-Enrolment Review, which helps identify potential LLND-related support needs aligned to the course's core skill demands.

6.2. Enrolment Officer Responsibilities

In addition to the LLND responsibilities under the Reasonable Adjustment Policy, the Enrolment Officer is responsible for:

- Ensuring LLND assessment tools used as part of the Pre-Enrolment Review are administered consistently and recorded accurately in the student management system (SMS).

6.3. National Education and Compliance Manager (NECM) Responsibilities

In addition to the responsibilities outlined in the Reasonable Adjustment Policy, the NECM is responsible for:

- Reviewing LLND assessment results in relation to the ACSF and DLSF (Digital Literacy Skills Framework) levels required for each training product.
- Determining whether further LLND support or referral is required.
- Maintaining and reviewing LLND assessment tools to ensure they remain valid, reliable, and appropriate.

6.4. Trainer and Assessor Responsibilities

In addition to the responsibilities outlined in the Reasonable Adjustment Policy, Trainers and Assessors are responsible for:

- Understanding the LLND demands of the training products they deliver.
- Providing feedback to the NECM when learner LLND levels do not align with course requirements.

7. Policy

7.1. Provision of Information to Learners About LLND Support Services

Accessible information and communication about LLND support services are provided in accordance with the Reasonable Adjustment Policy and Procedure. Learners are informed of:

- Assessment processes,
- Reasonable adjustments, and
- Referral options.

Information is communicated through pre-enrolment materials, the website, learner handbook, and staff interactions, ensuring learners know how to access support at any stage of their learning journey.

7.2. LLND Assessment Tool

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- Reasonable adjustments, and
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Information is communicated through pre-enrolment materials, the website, learner handbook, and staff interactions, ensuring learners know how to access support at any stage of their learning journey.

7.3. Conducting the Assessment

Learners complete the LLND assessment independently.

7.4. Interpreting and Recording LLND Assessment Results

Learner LLND assessment results will be entered into the Spiky Profile Template, which generates a visual radar chart of the Learner's core skills.

This profile is then compared against the core skill requirements of the relevant training product to determine whether the learner's current skill levels are sufficient to meet the demands of the course.

All results and related decisions will be recorded in the student management system.

7.5. Review and Support Planning

Where gaps are identified, the National Education and Compliance Manager will determine whether the learner can be supported through reasonable adjustments in line with the *Reasonable Adjustment Policy and Procedure*, or whether referral to an external LLND support service is required.

7.6. Responding to Insufficient LLND Levels

If a learner's LLND assessment results indicate that they do not meet the core skill requirements for their chosen course, Strata Education will take the following steps to ensure appropriate and equitable support is provided.

7.6.1. Reasonable Adjustment Consideration

Where the gap between the learner's LLND skills and course requirements is minor and does not compromise the integrity of the training product, reasonable adjustments may be offered. These adjustments will be determined through the *Reasonable Adjustment Analysis and Plan* process in accordance with the *Reasonable Adjustment Policy and Procedure*.

7.6.2. Referral to External LLND Support

If the identified gaps require more intensive support than can be provided through reasonable adjustment, the learner will be referred to a suitable external LLND support provider. A list of recommended providers and relevant contact information is maintained and made available during this process.

Strata Education does not provide LLND training.

For learners requiring LLND training, Strata Education will provide referrals to external providers. Strata Education will maintain a list of current and reputable external LLND providers and monitor learner uptake and outcomes from these referrals to ensure support effectiveness.

7.6.3. Course Deferral or Alternate Pathway

Where LLND gaps are significant and cannot be addressed through support or adjustment, the learner may be advised to:

- Defer enrolment until suitable LLND skills have been developed through external training; or
- Recommend lower-level qualification or alternate course pathway that aligns with their current ACSF levels.

Any such recommendation will be made in consultation with the learner and documented in the student management system.

7.7. Ongoing Monitoring and Support

Trainers and assessors are responsible for monitoring learners LLND needs throughout the course. If additional support needs emerge during training, learners may be referred for further assessment or support.

Strata Education maintains a system for tracking enrolled learners to ensure they are supported throughout the duration of their training.

Where a learner has indicated a need for assistance, or where gaps in ACSF core skills (particularly in reading or numeracy) or DLSF are identified, Strata Education will:

- Refer the learner to relevant internal support staff or external professionals as appropriate; and
- Support the learner to develop a Training Support Plan outlining agreed goals, support strategies, and scheduled review points.

External specialists may contribute to the plan where a referral has been made.

Strata Education support staff will conduct regular review meetings with learners who have an active Training Support Plan. Records of these meetings, and the learner's progress, will be maintained in the SMS.

8. Privacy and Confidentiality

All personal and sensitive information collected in relation to reasonable adjustments will be handled in line with the Privacy Act 1988 (Cth) and Strata Education Privacy Policy. Disclosure of a learner's circumstances will be limited to staff directly involved in implementing or monitoring the adjustments.

9. Record Keeping

Strata Education maintains accurate and secure records of all LLND-related processes in accordance with its Record Management Policy and the Standards for RTOs 2025

Learner LLND records are managed to ensure privacy, confidentiality, and data integrity. These records are securely stored in the Student Management System (SMS) and protected from unauthorised access, modification, or loss. Records include:

- Pre-Enrolment review outcomes
- LLND assessment results (including spiky profiles and related analysis)
- Reasonable adjustment analyses and Training Support Plans related to LLND needs
- Communication records with learners regarding LLND support
- Referrals to external LLND support services
- Ongoing monitoring notes and review meeting outcomes

All LLND related records are retained for up to two years from the learner's completion or cessation of enrolment, in line with regulatory requirements and organisational policies.

10. Review of Policy

This policy will be reviewed annually, or earlier if required by regulatory changes or continuous improvement findings.

11. Related Documents

Strata Education External LLND Support Referrals
Strata Education Reasonable Adjustment Procedure
Strata Education Reasonable adjustment Policy
Strata Education Record Management Policy and Procedures
Strata Education Privacy Policy

Policy Administration		
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Strata Education Administration Team		National Education and Compliance Manager
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