

# RTO Language, Literacy and Numeracy Assessment Policy and Procedure

## Purpose

The purpose of this policy and procedure is to describe the processes used by The Centre of Professional Learning and Education (CPLÉ | 88148) to assess prospective students' current competencies within their language, literacy, and numeracy skills prior to enrolment.

This procedure ensures that CPLÉ staff make informed decisions about the suitability of a qualification prospective students are planning to undertake with CPLÉ, for the sake of ensuring that legal and ethical practices are maintained within our enrolment processes.

## Introduction

All applicants seeking entry into a nationally recognised qualification with CPLÉ must have the appropriate level of foundation/Language, Literacy and Numeracy (LLN) skills to achieve the competencies to the standard required and expected.

By conducting a thorough assessment of prospective students' LLN skills prior to enrolment, CPLÉ staff can ensure that informed decisions about enrolment are made and where necessary, additional supports can be put into place to assist the individual towards qualification completion.

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*This policy supports clauses 1.7 and 4.1 of the Standards for Registered Training Organisations (2015)*

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## Authorisation

This procedure shall be endorsed and issued under the authority of the RTO Manager

## Policy

As outlined within the ACT Standards Compliance Guide for Australian Apprenticeships - Standard 2.3 Initial skills assessment

*“For each student, the Training Provider must conduct an initial skills assessment comprising of an assessment of language, literacy, and numeracy (LLN) skills to ascertain the proposed qualification, learning program, strategies and materials are appropriate.*

*The Training Provider must ensure students are made aware of opportunities for recognition prior to commencing training and that adequate information, support and opportunities are provided to students to engage in the recognition of prior learning (RPL) process.*

*2.3.1 The Training Provider must conduct and document an initial skills assessment for each student prior to the commencement of training. Where this is not possible, it must be conducted prior to the completion the training plan.*

*2.3.2 The initial skills assessment for each student must:*

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- a) Offer RPL, explain credit transfer obligations and identify any relevant competencies previously achieved
- b) Ascertain the most suitable Training Product for the student, based on the student's existing educational attainment and capabilities
- c) Assess LLN skills to determine whether the training product and proposed learning strategies and materials are appropriate
- d) Assess the need for additional support
- e) Identify any actions or strategies to be implemented to address identified needs for the student, including any adjustments required to the learning program, delivery strategy or materials.

2.3.3 The Training Provider must have a documented process for conducting the LLN assessment, which includes how the Australian Core Skills Framework (ACSF) level (1 – 5) of the student is determined.

2.3.4 The Training Provider must align the results of the LLN assessment with the ACSF. The ACSF level (1 – 5) of the student must be recorded on the LLN assessment'.

The procedures listed below are applied to all potential candidates looking to enrol in a qualification with CPLE regardless of their funding type or the qualification they are looking to obtain.

## Procedures

### LLN Assessment Overview

- CPLE and training package prerequisite and entry requirements are outlined in the qualification outlines applicable to each training product CPLE has on scope. This information includes the specific language, literacy, and numeracy levels requirements for potential candidates to be offered enrolment with CPLE at the time of application.
- For each prospective student who meets eligibility criteria for enrolment with CPLE, an LLN assessment is conducted to ascertain the reading, writing, numeracy, and oral communication levels of the candidate in line with Australian Skills Core Framework levels. This assessment is conducted before enrolment, during the pre-enrolment process.
- The assessment used has been based on tools developed by [The Australian Apprenticeships and Traineeships Information Service](#) and the previously DESE commissions Foundation Skills Assessment Tool. Assessments have been customised to meet the needs of CPLE, our qualifications and entry requirements.
- CPLE have developed a customised LLN tool for each of its qualifications on scope. Each tool is mapped to the ACSF as such:
  - LLN tools for entry into Certificate III qualifications on scope are mapped to an ACSF level 3 as recommended in the CHC Community Services Implementation Guide and BSB Interpretation Manual.
  - LLN tools for entry into Diploma qualifications on scope are mapped to an ACSF level 4 as recommended in the CHC Community Services Implementation Guide
- The assessment is issued to prospective students before the offer of enrolment into their chosen qualification as passing it is an entry requirement.
- The assessment is conducted face to face with the student under the supervision of a CPLE staff member.
- The LLN assessment is issued in a printed format:

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- During a pre-enrolment information session in a group setting or,
- During a one-to-one pre-enrolment conversation between a prospective student and a CPLE trainer/assessor or representative.
- Prospective students completing the LLN assessment are given a maximum two-hour timeframe to complete the questions within the document. The time limit is in place to support the benchmarking of skills.
- Prospective students are given the opportunity to re-sit the assessment in the event entry requirement ACSF levels are not obtained during their first attempt. One re-sit per prospective student, per intake is allocated. The same assessment tool and assessment conditions are applied unless the candidate expresses additional needs which require reasonable adjustment. Reasonable adjustments that can be made to the assessment are subject to learner need however could include:
  - A change in location/environment of the LLN assessment
  - Additional time to complete the assessment tool to allow for breaks
  - Assistive technologies to support the additional needs disclosed by the potential candidate such as immersive reader or typing devices.

### Conducting the LLN Assessment

1. Prospective student enquires about a qualification through website, phone or other modes of marketing.
2. Qualification information is provided to the prospective student through website or on the request by the individual via email.
3. The prospective student is encouraged at this stage to contact CPLE if interested in engaging in the pre-enrolment process. Pre-enrolment processes may include attendance to a face to face information session or a one-on-one pre-enrolment conversation with CPLE staff in a location agreed to by both parties.
4. When booked into a pre-enrolment session/conversation, the prospective student is informed to bring along with them their identification documents, citizenship/visa documentation, previous certificates, and statements of attainment and health/pension cards. They are also informed of the need to sit and complete a LLN assessment for the sake of meeting entry requirements into their chosen qualification.
5. The pre-enrolment session/conversation is conducted with each prospective student in a face to face manner. During this process, an enrolment checklist and eligibility checklist are completed along with copies taken of the individuals ID documents, transcripts etc. Completed enrolment documents are also collated and checked.
6. In the event the prospective student agrees to proceed with enrolment after making an informed decision, the following steps will take place with regards to the LLN assessment:
  - CPLE staff will explain the process of the LLN assessment
  - The instructions of the assessment are explained to the student. Instructions include:
    - Outlining that the assessment is to be completed within a two hour time limit.
    - Candidates can complete the assessment in less time than this however cannot take longer than this.
    - Once the two hours has passed, the assessment must be collected by the CPLE representative.

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- Explaining that calculator is allowed to be used for the numeracy component of the assessment however no other tools are to be used on other areas (i.e.; thesaurus, translation tools, dictionary etc.)
- Explaining each section of the assessment tool and the scores which would result in an ACSF level required for enrolment. These results are outlined in the assessment tools itself. This said, a potential candidate must gain a score of 80% correct in reading and numeracy and 100% correct in writing and oral communication to be deemed at the ACSF level required for entry. A marking rubric is supplied to the prospective student within the LLN assessment tools itself for guidance and understanding.
- Explaining that the assessment is to be completed via written means to assess 'raw skill'.
- Outlining that scores from the LLN assessment will be emailed to them within 3 days of taking the assessment.
- Explaining the outcome of enrolment in the event the potential learner achieves/does not achieve the required entry ACSF score.
- Checks with the prospective student to ensure understanding of the process.

### **LLN Assessment Process**

- Upon completion of the LLN assessment tool, a CPLE trainer/assessor is responsible for using the marking guide and rubrics to determine the ACSF levels of the potential student. At a minimum, the CPLE trainer/assessor marking the LLN tool, must hold competency in the unit TAELLN411 - Address adult language, literacy and numeracy skills or its equivalent.
- In the event scores are under the entry requirements, the CPLE trainer/assessor who marked the assessment is to confer with the RTO Manager to determine if the spiky profile is sufficient to enrol the learner into their chosen course with conditions (e.g.; must type assessments, attend classes etc.) or to recommend LLN support options and/or a re-sit of the assessment tool.
- Assessment scores are to be emailed to the potential learner within three working days of assessment completion.
- In the event the prospective student meets the ACSF entry requirements and they accept the offer of enrolment with CPLE, the completed LLN assessment tool along with a copy of the emailed results are to be kept on file for the sake of compliance.
- In the event potential learner does not meet the ACSF entry levels and the offer for enrolment with conditions cannot be granted, the completed assessment and results are to be kept on file until either:
  - The prospective student communicates to CPLE that they do not wish to peruse enrolment further or;
  - The potential learner re-sits the assessment. In the event ACSF levels are not obtained in the re-sit, both assessment results are to be destroyed as the prospective student will be encouraged to seek LLN support from external services with enrolment encouraged in the future after engagement with such services.

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## LLN Re-sit Procedure

In the event a prospective student does not meet the entry ACSF levels required during the completion of the LLN assessment, they will be invited to return to re-sit the assessment. All individuals will be offered the opportunity if ACSF levels are not obtained during initial completion of the LLN assessment and an enrolment with conditions is not offered.

The following processes are followed during this time:

- The prospective student is only required to re-sit the questions they scored incorrectly during their first attempt. Before re-assessment, a CPLE trainer/assessor will pre-prepare their LLN assessment to highlight/remove, questions which were correctly answered in the first attempt.
- The perceptive student will not be informed of previous answers they outlined in their first attempt. CPLE believe that part of the skill sets required of prospective students to be successful in study, is the ability to self-identify errors in their work through problem solving. As per ACSF 2.1, candidates should be able to *'demonstrate some awareness of learning strengths and areas of need, and begin to plan and manage the learning process'*.
- 40 minutes per section required for a re-sit, is allocated. For example; if an individual needs to re-sit the writing section of their assessment, 40 minutes will be allocated. If numeracy and writing needs to be re-done, 80 minutes will be allocated.
- All processes outlined in this policy will be followed, after the completion of the second LLN assessment by the prospective student.

## LLN Assessment Response

An LLN email template for response to the prospective student after the marking of their LLN assessment can be found in each qualifications LLN folder for CPLE trainer/assessors to use. This is located in SharePoint.

The wording is to be cut and pasted into an email and sent to the prospective students email address as nominated on page 2 of the LLN assessment tool.

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## Definitions

ACSF	Australian Core Skills Framework
LLN	Language, Literacy and Numeracy

## Responsibilities

### RTO Manager

- To develop LLN assessment tools which map to the ACSF as per compliance requirements
- To explain, conduct, implement and assess LLN assessment processes with prospective students, as outlined in this policy and procedure.
- To liaise with CPLE staff to provide instruction regarding the administration of LLN assessment tools with prospective students
- To assist CPLE trainer/assessors with enrolment decisions when prospective students present with a spiky profile and do not meet all ACSF entry levels.

### CPLE Trainer/Assessors:

- To explain, conduct, implement and assess LLN assessment processes with prospective students, as outlined in this policy.
- To liaise with the RTO Manager to make enrolment decisions regarding the LLN assessment scores of prospective candidates.

### CPLE Administration

- To retain copies of completed LLN assessments and their results on file in line with records retention compliance requirements, policies, and procedures.

## Related Documents:

1. ORG-QMS-POL-001 Purpose, Mission and Values
2. RTO-PRG-POL-019 RTO Enrolment and Induction Policy and Procedure

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## References

1. ISO 9001:2015 Quality Management System
2. ISO 3100: 2018 Risk Management
3. ISO 45001: 2018 Occupational Health and Safety
4. AS ISO/IEC 27004:2018 Information Security Management
5. Standards for Registered Training Organisations (2015)
6. ACT Standards Compliance Guide for Australian Apprenticeships

## Document Contact

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## Review Specifications

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