



RTO Pre-Enrolment Skills (LLND) Assessment Policy and Procedure

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RTO Pre-Enrolment Skills (LLND) 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 (Cple | 88148) to assess prospective students' current competencies within their language, literacy, and numeracy skills prior to enrolment.

This procedure ensures that Cple staff make informed decisions about the suitability of a qualification prospective students are planning to undertake with Cple, 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 Cple must have the appropriate level of foundation/Language, Literacy, Numeracy and Digital (LLND) skills to achieve the competencies to the standard required and expected.

By conducting a thorough assessment of prospective students' LLND skills prior to enrolment, Cple 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.

This policy supports Outcome Standards 2.1, 2.2, 2.3, 2.4 and 2.5 of the Standards for Registered Training Organisations (2025), and Standard 2.4 from the ACT Standards for Delivery of Training.

Authorisation

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

Policy

The ACT Standards for Delivery of Training - Standard 2.4 Initial skills assessment outlines the following:

“For each eligible student, the RTO 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 for the student. The RTO 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.

2.4.1. The RTO must conduct and document an initial skills assessment for each student prior to the commencement of training.



2.4.2. The initial skills assessment for each student must:

- a) offer RPL, explain credit transfer obligations and identify any relevant competencies previously achieved
- b) ascertain the most suitable qualification for the student, based on the student's existing educational attainment and capabilities
- c) assess LLN skills to determine whether the level of the qualification 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.

2.4.3. The RTO must have a documented process for conducting the LLN assessment, including determining and documenting the Australian Core Skills Framework (ACSF) level (1 - 5) of the student.

2.4.4. The RTO 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."

Outcome Standard 2.2 from the Standards for RTOs 2025 outlines the following:

"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:

An NVR registered training organisation demonstrates:

- (a) taking into account the requirements of the training product – it has procedures in place to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and digital literacy; and*
- (b) based upon the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them."*

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

Pre-enrolment Skills Assessment Overview

Cple and training package prerequisite and entry requirements are outlined in the Course Guides applicable to each training product Cple has on scope. This information includes the specific language, literacy, numeracy and digital capability 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, a pre-enrolment skills assessment is conducted to ascertain the reading, writing, numeracy, oral communication, and digital capabilities of the candidate in line with Australian Skills Core Framework (ACSF) and Australian Digital Capability Framework (ADCF) levels. This assessment is conducted before enrolment, during the pre-enrolment process.



- The assessment used has been designed based on the Australian Skills Core Framework (ACSF) and Australian Digital Capability Framework (ADCF). Assessments have been customised to meet the needs of Cple, our qualifications and entry requirements, and the local sectors we function within.
- Cple have developed a customised assessment tool for each of its qualifications on scope. Each tool is mapped to the ACSF, ADCF, and training package companion guides.
- 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 either in-person, or via video conference with the student under the supervision of a qualified Cple Assessor, during the Pre-enrolment Information Session.
 - NOTE: If the Pre-enrolment Skills Assessment is being conducted online, it will need to be completed one-on-one with the Cple Assessor (one student online). This is to ensure prospective student's do not feel uncomfortable with their camera on in front of other students, and to protect their identity when the Cple staff member verifies their name and date of birth.
- Prospective students must book to attend a Pre-enrolment Information Session. If attending in-person, they must bring their own computer device or arrange to book the use of a Cple device. Devices must have Microsoft Word (or compatible program) capability as the assessment is a Microsoft Word document. If attending online, they must use their own computer device which must have video and audio meeting capabilities. Prospective students are informed of this via the Cple Information Pack. When booking the session, prospective students can download a practice assessment.
- The pre-enrolment skills assessment is issued via email during the Information Session. The email contains instructions for completing the assessment, inclusive of requirements for downloading, saving, and then returning the completed assessment via email.
- Prospective students completing the pre-enrolment 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. If additional time is required, this can be granted but will be documented on the Assessment Result documents as it will indicate possible additional supports required.
- Prospective students are given the opportunity to re-sit the assessment in the event entry requirement ACSF and/or ADCF 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 assessment (for example, if conducted online, they would be encouraged to attend in-person)
 - 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 Pre-enrolment Skills Assessment

1. Prospective student enquires about a qualification through the Cple website, phone or other modes of marketing.
2. Qualification information is provided to the prospective student through website and provision of the email Information Pack.
3. The prospective student can respond with questions, evidence of eligibility, or to engage in a one-on-one discussion to ensure they understand their options.
4. Prospective students must then book to attend a Pre-enrolment Information Session (in-person or online) where they will also complete the Pre-enrolment Skills Assessment.
5. When booked into a pre-enrolment session, 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 pre-enrolment skills assessment for the sake of meeting entry requirements into their chosen qualification. They are informed of the need to bring their own computer device (e.g. laptop) which has Microsoft Word capability (or a similar compatible program). If they do not have a device, they can request to book a Cple device.

Cple also provide the prospective student a practice assessment to enable them the best chance at success. This is downloaded from the session booking page on Humanitix, with clear prompts provided to the prospective student.

NOTE: If attending online, the prospective student must provide Cple with their photo identification documents via email prior to attending the session. This will allow Cple to verify their identity during the session to ensure they are the person completing the assessment. Further information will be provided below.

6. The pre-enrolment session is conducted with each prospective student. 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.
NOTE: If the session is conducted online, these checks will occur in-person at a later date (as soon as possible) in the pre-enrolment process.
7. If the session is conducted online, Cple Assessor will confirm each prospective student's identification via requesting student's cameras and microphones are on and working, and then ask each candidate to state their full name and date of birth, and hold up the photo identification that they provided to Cple. Cple Assessor will confirm their identify against the identification documents provided to Cple prior to the session. It is for this reason that only one student can be online for the meeting to ensure their identity is protected.
8. Cple Assessor will explain the process of the Pre-enrolment Skills Assessment, including that they are about to email each prospective student the digital Assessment which is in Microsoft Word form.
9. The email will be sent to the individual prospective students and include the relevant qualification's pre-enrolment skills assessment document, along with instructions in the body of the email (refer to the Pre-enrolment Skills SharePoint Folder).



10. Once the emails have been sent, the Cple Assessor will confirm that each prospective student has received the email and can download the assessment document.
11. The Cple Assessor will verbally explain the following:
 - Outlining that the assessment is to be completed within a two hour time limit. Candidates can complete the assessment in less time than this. NOTE: The Cple Assessor can allow additional time if required however this will need to be documented on the assessment tool. It will form part of the overall assessment of the prospective's students capabilities.
 - Explain that the oral communication component will be completed after the written aspects (or prior depending on the situation such as the number of participants).
 - Explaining that calculator is allowed to be used for the numeracy component of the assessment.
 - Explaining that the use of Artificial Intelligence is not allowed at all for the completion of any assessment tasks or questions.
 - Explaining each section of the assessment tool and that the ACSF and ADCF level will be assigned based on an assessor's guide, and the frameworks for each level.
 - Outlining that scores from the assessment will be emailed to them within 3 business days of taking the assessment.
 - Explaining the outcome of enrolment in the event the potential learner achieves/does not achieve the required entry scores, inclusive of options for re-sitting the assessment, and supports that may be put in place as enrolment conditions.
 - Cple Assessor will then confirm that the prospective student understands the assessment process.
 - Students will then follow the emailed instructions (save the document with correct name, complete the assessment tasks located in the document, save the completed assessment and email it back to admin@cple.com.au).
12. As prospective students complete the assessment, the Cple Assessor will then complete the oral communication components one-on-one with each prospective student (unless completed prior).
13. Upon completion of the Pre-enrolment Skills Assessment, a Cple Assessor is responsible for using the assessor's guide to determine the ACSF and ADCF levels of the potential student. At a minimum, the Cple Assessor marking the assessment, must hold competency in the unit TAELLN411 - Address adult language, literacy and numeracy skills or its equivalent.
14. The Cple Assessor must record the results on the Assessment Result template, including the student's responses to the Oral Assessment component - which is outlined in the Assessor's Guide.
15. In the event scores are under the entry requirements, the Cple 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 in-person study sessions etc.) or to recommend additional support options and/or a re-sit of the assessment tool.
16. Assessment scores are to be emailed to the potential learner within three business days of assessment completion.



17. In the event the prospective student meets the entry requirements, and they accept the offer of enrolment with Cple, the completed assessment tool along with a copy of the emailed results are to be kept on file for the sake of compliance.
18. In the event potential learner does not meet the required entry levels and the offer for enrolment with conditions cannot be granted/agreed to, 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 levels are not obtained in the re-sit, both assessment results do not need to be retained as the prospective student will be encouraged to seek learning support from external services with enrolment encouraged in the future after engagement with such services.

In the event a prospective student is a returning Cple student, the Cple Assessor who was previously assigned to the student can use the student's past submitted assessments to inform the Pre-Enrolment Skills Assessment. This must occur in consultation with the RTO Manager, and must be documented on the Pre-Enrolment Skills Assessment template, with evidence attached and saved in the student's SharePoint file. It will be at the RTO Managers discretion if this option is chosen, and is dependent on the student's history with Cple, and their previously assigned Cple Assessor's judgment of the student's historical skills.

Pre-enrolment Skills Assessment Re-sit Procedure

In the event a prospective student does not meet the entry ACSF and/or ADCF levels required during the completion of the pre-enrolment skills assessment, they will be invited to return to re-sit the assessment. All individuals will be offered the opportunity if ACSF and/or ADCF levels are not obtained during initial completion of the 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 staff member will prepare their assessment to highlight/remove, questions which were correctly answered in the first attempt.
- The prospective student will be emailed their marked first attempt of the Assessment Tool so they can enact their 'learning' skills to practice and improve prior to the re-attempt. This aligns with Cple's approach to assessment and training via supporting students to increase their skills and enabling students to learn from past errors.
- Prospective students will be given 90 minutes to reattempt the assessment. Given students will have had time to review their previous attempt, the reduced 30-minute timeframe is fair and equitable and
- All processes outlined in this policy will be followed, after the completion of the second pre-enrolment skills assessment by the prospective student.



Pre-enrolment Skills Assessment Results Notification

A Pre-enrolment Skills Assessment Result email template (located within the Pre-enrolment Skills Assessment SharePoint folder) will be used and modified to suit each qualification and prospective student's results. The assessment results will be emailed to the student along with any conditions of enrolment.

Definitions

ACSF	Australian Core Skills Framework
ADCF	Australian Digital Capability Framework
LLN	Language, Literacy and Numeracy

Responsibilities

RTO Manager

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

Cple Trainers and Assessors:

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

Cple Administration

- To retain copies of completed pre-enrolment skills 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

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

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Review Specifications

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3.0	23/06/2025	Alignment with Standards for RTOs 2025 and inclusion of digital capability. Policy name and language changed: “LLN Assessment” to “Pre-enrolment Skills Assessment”	

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