

Practice Illustration

Enrolment – Language, Literacy and Numeracy Assessment

Practice scenario

The applicant has applied for a Certificate in Plumbing. The applicant has recently left school and is 16 years of age.

All applicants accessing subsidised training must complete a language, literacy and numeracy assessment (LLN). This LLN assessment assists with understanding their literacy and numeracy skills. It helps determine any supports they may need for future study and employment.

In this scenario, the applicant receives an email about the LLN assessment date, time and location. They attend with their parent. On arrival, they request a staff member to act as a reader and scribe for the assessment. The parent advises that their child has difficulty with reading and writing.

The registered training organisation (RTO) staff member advises that this is not possible. They suggest making an individual meeting time. This will allow for discussion and negotiation about potential supports or adjustments to assist the student to complete the literacy and numeracy assessment. The RTO staff member advises the applicant and their parent that the LLN assessment will be undertaken at another time.

Better practice response

The applicant and parent attend the appointment with RTO staff. During the meeting, the parent says their child does not have a diagnosed disability. They state that throughout school they received support for an imputed disability. Records and discussions at school suggest a learning disorder. No formal diagnosis by an educational psychologist has occurred.

The applicant and their parent insist on having a scribe and reader to undertake the LLN assessment. When the applicant is asked whether they use assistive technologies to support their literacy, they are unsure and say they do not use the computer much.

The RTO staff member informed the applicant and parent about the:

- application processes
- requirements and purpose of literacy and numeracy assessment
- process of the literacy and numeracy assessment and types of questions
- reasonable adjustments for the assessment (e.g., assistive technology)
- course requirements relating to language, literacy and numeracy
- support services available at the RTO.

The RTO staff member indicates they will need to follow up further and make another time to meet.

The RTO staff member speaks to the trainer and assessor who usually conducts the LLN assessment. They also speak to the Australian Centre for Educational Research (ACER) – the organisation that developed the assessment. The RTO staff member explores the viability of the requested reasonable adjustments with both parties.

As a result of these discussions, it is determined that a reader/scribe is not a viable reasonable adjustment. The LLN assessment by its nature is assessing reading and writing skills. A reader or scribe would be viable if the applicant was blind or visually impaired. The advice from ACER and the LLN trainer and assessor is documented.

A follow-up discussion is arranged with the applicant and parent. The RTO staff member negotiates with the applicant and their parent to have an individual supervised assessment. This will occur in a private space. There will be no scribe or reader.

After the assessment, the applicant reports not understanding much of the test. They found it hard, and they had to guess most of the answers.

The applicant's results were below pre-entry level.

RTO staff:

- referred the applicant to foundation skills (language, literacy and numeracy) courses
- provided information on services for diagnostic assessments
- advised about assistive technology support to explore (e.g., Microsoft Learning Tools)
- provided further career/course planning.

The applicant decides to pursue a foundation skills course that was designed for students wishing to pursue trade courses.

Action and Evidence

The RTO needs to be diligent about exercising its responsibilities. It must seek a balance between the rights of students and RTO obligations. It must also maintain the integrity of training products and assessment strategies, as well as any obligations imposed by the funding bodies. In this scenario, the RTO explored all possible options to support the student. They took reasonable steps for the student to seek admission, exploring reasonable adjustments and providing accurate and timely advice. They recorded all discussions and provided information and support to explore pathways.

Please note: Every student's particular circumstance will be unique, and the illustration of practice is indicative and offered as guidance only.

[Australian Skills Quality Authority - Self-assurance \(examples of actions and evidence\)](#)

Links to the relevant legislation and standards to meet RTO obligations

[Disability Discrimination Act 1992 \(Cth\) \(DDA\)](#)

Comply with the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) when providing services for prospective students who may have a disability. To reduce barriers and discriminatory practices:

- take reasonable steps to ensure that the prospective student is able to participate in pre-enrolment processes
- consult with the student or their associate about the effect of the disability on their ability to participate
- make reasonable adjustments if necessary.

[Disability Standards for Education 2005 \(Cth\) \(DSE\)](#)

Making reasonable adjustments – Part 3: The Standards require education providers to make reasonable adjustments where necessary. A reasonable adjustment is a measure or action taken by an education provider in relation to application for enrolment, participation in the course or program and access to services and facilities. The education provider must ensure the student with disability can access, use and participate on the same basis as a student without disability. There is no requirement to make unreasonable adjustments.

Standards for Enrolment – Part 4: The education provider must take reasonable steps to ensure that the prospective student is able to seek admission to, or apply for enrolment in, the institution on the same basis as a prospective student without disability, and without experiencing discrimination. Enrolment includes marketing, course information, communication and counselling, assessment of learner needs, disclosure, and fees information.

Standards for Student Support Services – Part 7: The education provider must take reasonable steps to ensure that the student is able to use support services used by the students of the institution in general on the same basis as a student without disability, and without experiencing discrimination. This includes having available internal and external services and supports, informing students of what is available, and providing access to specialised services and supports as necessary.

Standards for Registered Training Organisations (RTOs) 2015 (Cth)

Standard 5: Each learner is properly informed and protected. The RTO must ensure learners are adequately informed about the services they are to receive, their rights and obligations, and the RTO's responsibilities under the RTO Standards.

Please note: RTOs registered by the *Victorian Registration and Qualifications Authority* or the *Training Accreditation Council Western Australia* may refer to the following websites for requirements specific to you.

[Victorian Registration and Qualifications Authority](#)

[Training Accreditation Council Western Australia](#)

Disclaimer

The 'supporting students with disability resources' provide guidance on legislation and policy for Registered Training Organisations (RTOs) regarding vocational education and training for students with disability, but they should not be considered legal advice or impose additional legal obligations. RTOs should seek tailored legal advice to understand their specific obligations. More information on this disclaimer can be found at adcet.edu.au/vet/disclaimer or by contacting the [Department of Employment and Workplace Relations](#).