

National Literacy and Numeracy Test Policy and Procedure HEPP73

PURPOSE

All students enrolled in an initial teacher education course (undergraduate or postgraduate) are required by the Australian Government to sit and pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) prior to graduation and must successfully achieve the tests to be registered as a teacher by the Victorian Institute of Teaching (VIT).

This policy provides guidelines and a process for managing pre-service teachers enrolled in the initial teacher preparation courses delivered by Southern Cross Education Institute (Higher Education) in relation to the Australian Government mandate for them to successfully complete both components of the National Literacy and Numeracy Test. It sets the designated progression points for each initial teacher education course and the processes for management of students as they achieve or do not achieve success in both tests by that point. Further, it details the supports that will be made available to students and the processes by which test results are monitored and reported.

SCOPE

This policy and procedure apply to all students and staff of Southern Cross Education Institute (Higher Education).

DEFINITIONS

ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
LANTITE	Literacy and Numeracy Test for Initial Teacher Education
SCEI-HE	Southern Cross Education Institute (Higher Education)
VIT	Victorian Institute of Teaching

POLICY

- Students enrolled in initial teacher education courses (pre-service teachers) are required to pass the LANTITE by a designated progression point in their course. Passing both the literacy and numeracy components at the designated point is mandatory for students to continue with the final phase of their course. Progression points for each SCEI-HE initial teacher education course are tabulated below:

TEQSA Course ID	Course Code	Course Name	Progression Point
CRS1400780	BECE	Bachelor of Early Childhood Education	
CRS1401060	GDECE	Graduate Diploma of Early Childhood Education	
CRS1401286	MTECP	Master of Teaching (Early Childhood and Primary)	100
CRS1401302	BEECP	Bachelor of Education (Early Childhood and Primary)	
CRS1401464	MTS	Master of Teaching (Secondary)	100

- SCEI-HE will identify students at risk of failing units and monitor the course progression of each student.
- SCEI-HE will and take appropriate steps to maximise the opportunity for each student to graduate.
- SCEI-HE will ensure that pre-service teachers are fully supported to achieve the required standard in the LANTITE prior to graduation. SCEI-HE will establish support in the form of:
 - Introductory information sessions at orientation;
 - Group and Individual workshops run by disciplinary experts;
 - Online tutorials, webinars and teaching resources providing self-help;
 - Peer support groups; and
 - Practice tests via the ACER (the test provider) website [Practice material - Literacy and Numeracy Test for Initial Teacher Education Students - ACER](#).
 - Tailored support for diverse learners, including accessible resources for students with disabilities and targeted literacy support for non-English-speaking backgrounds, in line with HESF Standard 2.2.
 - SCEI-HE will annually review the effectiveness of LANTITE support programs, using student feedback and pass rates, to ensure continuous improvement in line with HESF Standard 5.3.
- Students who do not satisfactorily complete both components of the LANTITE by the designated progression point for their course will be referred to the SCEI-HE Student Progress Committee and may be excluded from the course.

Determinations about course continuance will be made by the committee on a case-by-case basis and all processes related to Special Consideration will be applied. Students who fail LANTITE after three attempts will be referred to the Student Progress Committee, which may approve additional attempts in line with ACER guidelines, subject to evidence of engagement with support programs. Students excluded due to LANTITE failure may appeal the decision within 20 working days, as outlined in the Academic Appeals Policy and Procedure (HEPP05).

6. Excluded students who have successfully completed the designated credit points in their course of study may exit the course with a Graduate Certificate in Educational Studies if they have successfully completed:

- 6.1 50 credit points from Education Studies and Professional Practice Units

- 6.2 50 credit points from Curriculum and Pedagogy Units.

Alternatively, they will be withdrawn from the course. Students who are awarded the Graduate Certificate in Education Studies are eligible to reapply for a subsequent intake of the same course through the standard application process within the prescribed number of years from the date of first enrolment, but must present documented evidence of successful achievement of both tests.

Note: The Graduate Certificate in Educational Studies is not a teaching qualification.

7. Students must meet the requirements of a course within a prescribed number of years from the date of first enrolment. The rationale for placing a timeframe on course completion is to ensure that the qualification awarded reflects currency of knowledge and skills.
8. The number of years allowed to complete the requirements of a course is listed in the table below. The time elapsed will be calculated from the date that the student commenced their first unit of study with SCEI-HE. The maximum time allowed for course completion is as follows, calculated from the date of first enrolment: Bachelor's degrees (7 years), Graduate Diploma (3 years), Master's degrees (5 years).
9. Applicants seeking to transfer from another initial teacher education course are required to disclose documented results from all previous LANTITE attempts. Applicants who have unsuccessfully attempted the LANTITE 3 or more times will not be eligible for admission.

PROCEDURE

The procedure related to the National Literacy and Numeracy Test is detailed in:

- Appendix 1: National Literacy and Numeracy Test Management Plan Flowchart. The flowchart outlines the LANTITE management process, including steps for student notification, support provision, progress monitoring, and referral to the Student Progress Committee. The flowchart is available in accessible formats, including text descriptions for screen readers, to comply with HESF Standard 2.2.

RELATED DOCUMENTS

Academic Appeals Policy and Procedure HEPP05
Student Complaint and Grievance Policy and Procedure HEPP03
Student Monitoring, Progress and Exclusion Policy and Procedure HEPP29

LEGISLATIVE CONTEXT

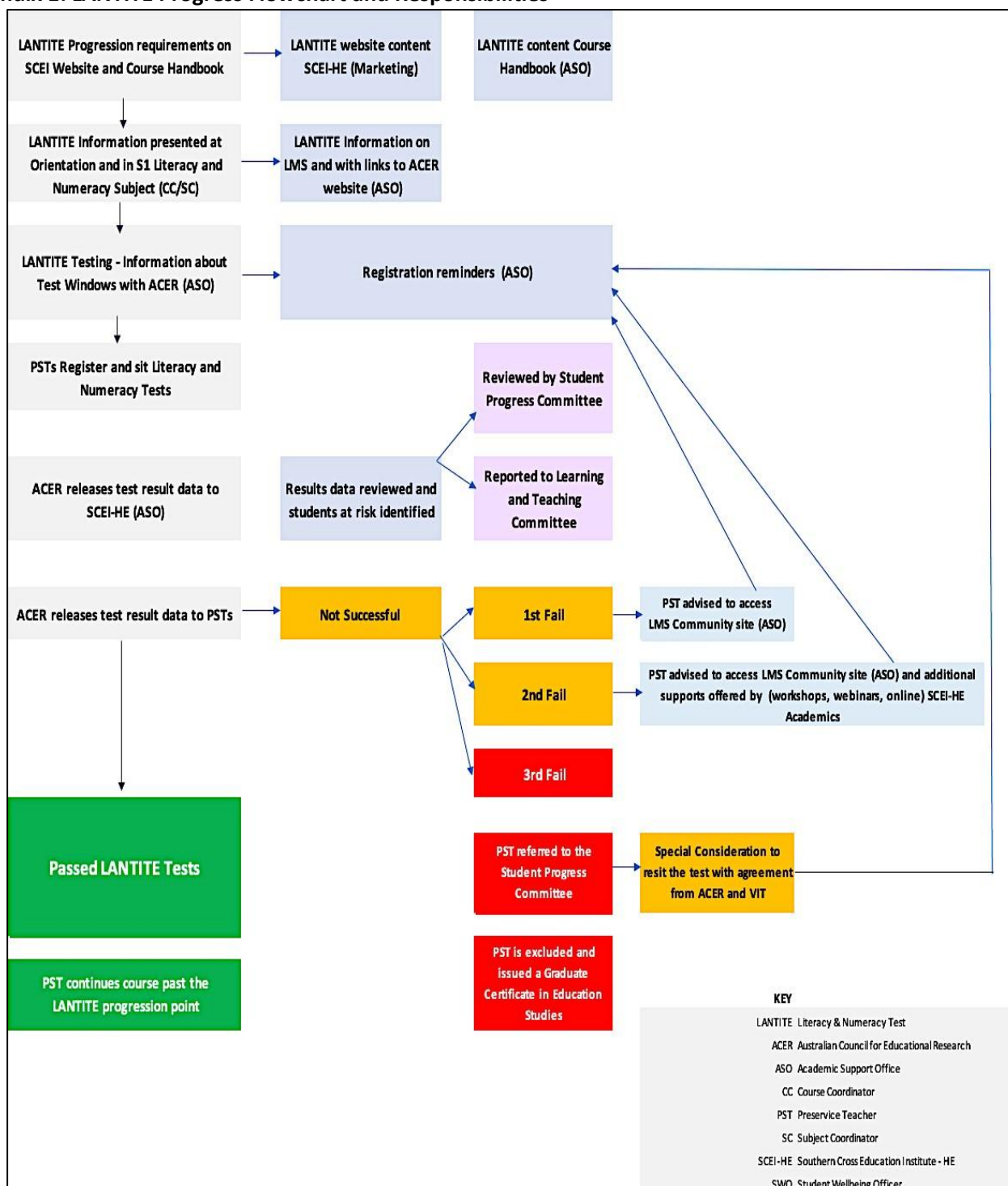
Australian Core Skills Framework (ACSF)
Australian Government's Skills for Education and Employment (SEE) program
Higher Education Standards Framework (Threshold Standards) 2021
Tertiary Education Quality and Standards Agency Act 2011
Education Services for Overseas Students (ESOS) Act 2000
National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 8

RESPONSIBILITIES

Promotion of the Literacy and Numeracy Test to future students.	Marketing Manager
Communication of LANTITE information, requirements and test sitting windows.	Academic Support Officer Specialist Learning Advisor Course Coordinator
Monitoring of test results and referral of students to Student Progress Committee if they have not passed both tests after 3 attempts, or have not	Course Coordinator

passed by the designated progression point for their course.	
Management of students who have not successfully passed the test(s).	Student Wellbeing Officer Course Unsatisfactory Progress Committee
Management of course exclusion of withdrawal processes and exit with Graduate Diploma in Education Studies.	Academic Support Office
Notifying the VIT of pre-service teachers who have successfully completed their qualification and have successfully passed both the literacy and numeracy tests.	CEO

Appendix 1: LANTITE Progress Flowchart and Responsibilities





DOCUMENT AND RECORD CONTROL	
Created	Dec 2021 (V1.0)
Amended	Jan 2022 (V1.1); Jan 2024 (V1.2); Sep. 2025 (V1.3)
Last reviewed by	Quality Assurance and Compliance Unit (Sep. 2025)
Last approved by	Academic Board (Sep.2025)
Version	1.3
Effective date	Sep. 2025
Next planned review	Sep. 2027