



# Draft Practice Guide

## Information

(Standards 2.1, 2.2)

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### Outcome Standards for Registered Training Organisations

### Quality Area 2 – VET Student Support

## What are the key concepts?

The following key concepts are covered in this practice guide:

Standard 2.1	Standard 2.2
<ul style="list-style-type: none"> <li>• Clear, accurate and current information</li> <li>• What information to provide</li> <li>• When changes occur</li> </ul>	<ul style="list-style-type: none"> <li>• Suitability of training products</li> </ul>

## Achieving these Standards in practice

The following table lists examples of activities that may demonstrate compliance with the Standards, as well as risks to avoid. These examples are not a complete list of every activity or risk, nor do all the activities listed need to be completed to achieve compliance. Rather, they are a guide and should be considered within the context, size, scale and student cohorts of your RTO's operations.

Standard 2.1: VET Students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them	
Performance indicators	Example activities and other considerations for compliance
<p>The RTO demonstrates:</p> <ol style="list-style-type: none"> <li>information given to VET Students is clear, accurate and current, including where this is disseminated by a third party</li> <li>how it identifies the information that is needed by VET Students prior to enrolment and how that information is communicated</li> <li>the following information is easily accessible to VET Students:               <ol style="list-style-type: none"> <li>the training product code and title, duration, mode(s) of delivery, location, commencement dates,</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• You can demonstrate how you systematically and regularly review the information provided to students.</li> <li>• You can demonstrate how you ensure that, prior to enrolment, prospective students are given accurate and adequate information about the training products you offer. For example, you make available to prospective students:               <ul style="list-style-type: none"> <li>○ training product identifiers</li> <li>○ modes of delivery, locations, duration and scheduling</li> <li>○ work placement arrangements</li> <li>○ fees and costs (including what is and is not included in the fees and charges)</li> <li>○ support services that will be made available</li> <li>○ information about any use of third parties</li> <li>○ licensing or occupational license requirements, including any relevant state and territory requirements</li> </ul> </li> </ul>

<p>scheduling, any requirements to commence or complete the training product including assessment requirements, whether any licencing or occupational licence requirements apply, and details of any third-party arrangements</p> <p>ii. the training support services and wellbeing support services that are available and how to access them</p> <p>iii. any fees and costs payable by the VET Student, including payment terms and conditions, refund policies and the availability of any relevant government training entitlements and subsidy arrangements</p> <p>iv. the VET Student's obligations or liabilities, including any obligations relating to work placements, materials, equipment or IT, costs and processes associated with VET Student withdrawal and obtaining a Unique Student Identifier</p> <p>d. prior to enrolment or before any fees are required to be paid, written information is provided to the VET Student about the agreed training to be provided, the amount of any fees to be paid by the VET Student, and the VET Student's obligations</p> <p>e. how it identifies changes that affect VET Students, including transition of superseded, deleted, or expired training products, and informs VET Students of these as soon as practicable.</p>	<ul style="list-style-type: none"> <li>○ student rights and obligations (e.g. sourcing their own work placement or providing their own work resources).</li> <li>● You can demonstrate that the information you provide to students (including prospective students) is clear, accessible and tailored to the student cohort.</li> <li>● You can demonstrate the information you provide to students is current and consistent across all communication channels (including where information is distributed by third parties).</li> <li>● You can demonstrate the system you have in place to notify students as soon as practicable of any changes to your service that may affect them, such as: <ul style="list-style-type: none"> <li>○ contact details for your RTO</li> <li>○ course details, cost or duration</li> <li>○ changes to the training product they are enrolled in (e.g. superseded units; transition arrangements)</li> <li>○ services you offer (including support services)</li> <li>○ ownership of your RTO</li> <li>○ changes to third-party arrangements</li> <li>○ unexpected events impacting delivery.</li> </ul> </li> </ul>
	<b>Known risks to quality outcomes</b>
	<ul style="list-style-type: none"> <li>● False or misleading marketing of all or part of a VET course, VET qualification or training delivery or assessment (including RPL).</li> <li>● Failing to inform students through the pre-enrolment information that they may need to secure their own work placement or supply their own resources or equipment.</li> <li>● Not informing students prior to enrolment that they may need to travel and/or pay for accommodation to attend their work placement.</li> <li>● Failing to provide a full and accurate schedule of fees to students prior to enrolment.</li> <li>● Marketing unrealistically short courses which may result in extension costs for students who are unable to complete within advertised timeframes.</li> <li>● Marketing and sales tactics that promote an easier path to qualifications that does not uphold the integrity of the training product, for example inappropriately short duration courses or inappropriate RPL practices.</li> <li>● Outsourcing of RPL assessments to unregulated third parties - including where these arrangements are not made clear to current and prospective students.</li> <li>● Enrolling unaware students in superseded, deleted or expired training products when they will not have sufficient time to complete their training and assessment.</li> <li>● Failing to provide students with information on possible alternative training products where a training product has been deleted.</li> <li>● Not communicating promptly with effected cohorts when a product becomes superseded, deleted or expired, or failing to make clear the deadline for transition arrangements.</li> <li>● Not regularly reviewing and updating your training information or not ensuring that your third parties are distributing your most current information products.</li> </ul>

**Standard 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**

Performance indicators	Example activities and other considerations for compliance
<p>The RTO demonstrates:</p> <ol style="list-style-type: none"> <li>a system for reviewing the skills and competencies of VET Students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product</li> <li>it provides advice, based on the review, to VET Students about the suitability of the training product for them.</li> </ol>	<ul style="list-style-type: none"> <li>You can demonstrate how you provide accurate and accessible information to prospective students about the foundation skills needed to successfully participate in a training product.</li> <li>You can show how the approach you use for reviewing a prospective student's prerequisite skills and competencies leads to an accurate assessment of their suitability to undertake the intended training.</li> <li>You can demonstrate how your system for reviewing prospective students' skills and competencies is:             <ul style="list-style-type: none"> <li>scalable according to the complexity of the training product being offered</li> <li>adjustable for all courses on your scope and your various student cohorts.</li> </ul> </li> <li>Where a prospective student does not have the required skills and competencies, you advise them of the training products that might be best suited to them and/or the support services and learning programs available that might enable them to build the required skills and competencies.</li> <li>You can demonstrate how you inform prospective students about the nature and extent of support services you can provide (including the limits of your ability to respond to individual needs) so that they can make a fully informed decision about their ability to undertake the intended training.</li> </ul> <p style="text-align: center;"><b>Known risks to quality outcomes</b></p> <ul style="list-style-type: none"> <li>Not assessing students' language, literacy and numeracy proficiency or digital literacy prior to enrolment.</li> <li>Not considering a prospective student in the context of the training product they intend to enrol in – for example, if a training product requires certain physical skills, prior experience, prerequisites or entry requirements.</li> </ul>

## Self-assurance questions

1	How do you identify the information prospective students need prior to enrolment to help them make informed decisions about the training product and your RTO?
2	How do you ensure that information for prospective students is clear, accurate, accessible, current and sufficiently detailed?
3	What mechanisms do you have in place to ensure students are promptly informed of changes that impact them?
4	How do you identify the skills and competencies (and any physical requirements, entry requirements or prerequisites) required to participate in a training product?
5	What systems do you have in place for reviewing the skills and competencies of prospective students and advising them about the suitability of training products prior to their enrolment?