



Draft Practice Guide

Training Support

(Standards 2.3, 2.4)

Ver 1.0
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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 2.3	Standard 2.4
<ul style="list-style-type: none"> Determining training support services Reasonable access to trainers, assessors and other staff 	<ul style="list-style-type: none"> Disclosure of disability Reasonable adjustments

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 2.3: VET Students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.	
Performance indicators	Example activities and other considerations for compliance
<p>The RTO demonstrates:</p> <ol style="list-style-type: none"> how it determines the training support services to be provided to each VET student and makes these available VET students have reasonable access to trainers and assessors and other staff VET students are informed about how and when they can access trainers and assessors and other staff VET students receive timely responses to queries. 	<ul style="list-style-type: none"> You can demonstrate what training support services are made available to students on enrolment and as they progress through the training product, for example: <ul style="list-style-type: none"> resources, including readings, exercises and practice tests language, literacy and numeracy (LLN) support assistive technology tutorials, including online tutorial support one-on-one time with trainers and assessors specialised IT / technical support. You can show how support is provided for students who are at risk (or potentially at risk) of not making adequate progress with their studies. For example, systems for monitoring students' progress and offering of additional support services or reasonable adjustments. You provide students with reasonable access to trainers, assessors and other staff (for example, administrative or IT support). This might be through providing contact points such

	<p>as emails and phone numbers along with office hours and preferred contact times and methods.</p> <ul style="list-style-type: none"> You can demonstrate how you ensure you have educational support services available to your students consistent with their course of study, and how you help students locate the information they need and use resources relevant to their course of study.
	Known risks to quality outcomes
	<ul style="list-style-type: none"> Not conducting pre-enrolment checks to understand individual student needs and/or support services required for the student to successfully complete the relevant training product. Not regularly reviewing the services that are being provided by third parties to ensure they are appropriate and meet the standard expected. Failing to inform students how they can contact trainers and assessors or other relevant staff as needed. This could include not informing students of the most appropriate way to lodge an enquiry and how long they can expect to wait for a response.

Standard 2.4: Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.	
Performance indicators	Example activities and other considerations for compliance
<p>The RTO demonstrates:</p> <ol style="list-style-type: none"> VET students are supported to disclose their disability if they wish reasonable adjustments are made where appropriate where reasonable adjustments are not possible, the reasons why have been communicated to the VET student. 	<ul style="list-style-type: none"> You can demonstrate how you make students aware that they have the option to disclose information about a disability and that collection of this data will be used to inform reasonable adjustments and handled confidentially. You can demonstrate what reasonable adjustments you make to support students with disability, consistent with Part 3 of the <i>Disability Standards for Education 2005</i>, for example: <ul style="list-style-type: none"> ensuring that course activities are sufficiently flexible providing extensions or additional time to complete assessments or the opportunity to submit a draft for feedback providing assistive technology options providing alternative formats for learning materials customising resources, activities or presentation mediums offering choice in assessment format where appropriate offering flexible scheduling of training or assessment making changes to the learning environment (e.g. accessible room layout) offering a reasonable substitute within the context of the course where a student cannot participate. You can show how you engage with an individual student, their trainer and assessor to put reasonable adjustments in place for them. Where reasonable adjustments would not allow a student to meet the requirements of the training product, you demonstrate that you have documented the reasons why and communicated this to the student.
	Known risks to quality outcomes
	<ul style="list-style-type: none"> Failing to provide students with channels to disclose a disability at enrolment or throughout their student journey. Not providing an environment where students feel comfortable to declare a disability.

	<ul style="list-style-type: none"> • Not adequately considering the extent to which adjustments can be made without jeopardising the integrity of the training product or industry standard. For example, making adjustments in the training environment that are not replicable in the workplace.
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Self-assurance questions

1	How do you identify student needs and monitor their progress to determine the training support services to be provided to each student?
2	How do you define 'reasonable access' to training support services and 'timely responses' to queries and monitor your performance against these benchmarks?
3	How do you encourage and support students to disclose the impact of their disability?
4	How do you engage with students (and others, as appropriate) to collaboratively identify and agree on reasonable adjustments to be made?

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