

Practice Guide

Transition from School

Overview

This guide addresses the support that a registered training organisation (RTO) can provide during transition – the time when a prospective student is exploring their post-secondary school or tertiary options. This includes adult and community education (ACE), vocational education and training (VET), higher education, and employment.

What is transition?

Transition planning is the process used by a prospective student to explore, plan, prepare and work towards achieving their future directions and goals. It is planning now for a desired future. It aims to ensure that the prospective learner is empowered to make informed choices about their study pathways and choices. Transition planning helps students implement strategies to support the achievement of their desired goals. An RTO can play an important role in supporting transition by providing useful, accessible information and advice. This helps prospective students, and their associates, make informed decisions.

Practice considerations and checkpoints

- Create opportunities for students, their associates, schools, career and employment services, and support agencies to engage with the RTO about supporting transition and being informed.
- Consider how RTO staff can participate in careers forums and other events to provide relevant information to assist in transition planning.
- Consider familiarisation/orientation with RTO location and facilities as part of transition process.
- Encourage collaboration and planning with the prospective students, their supporters, schools and service providers.
- Be aspirational about the choices people are making.

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- Anticipate there will be a range of learners with a range of support needs, including specific individualised needs that might include reasonable adjustments, physical accessibility or digital access.
 - Include the prospective students in the process of negotiating supports so they can learn how to draw on the services available for them.
 - Encourage a positive approach to disclosure or requests for support as a means for successful transition to training pathways.
 - Ensure your RTO is familiar with the types of supports that the National Disability Insurance Scheme (NDIS) will provide to a student and what the RTO will need to provide.
 - Inform students and their associates about the expectations of studying VET.

Links to the relevant legislation and standards to meet RTO obligations

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

The DDA makes it unlawful to discriminate against a person on the basis of disability in education.

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

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

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 Registered Training Organisations \(RTOs\) 2015 \(Cth\)](#)

Standard 1: The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Standard 4: Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients. The RTO must provide accurate and accessible information to prospective and current students.

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 in Western Australia may refer to the following websites for requirements specific to you.

[Victorian Registration and Qualifications Authority](#)

[Training Accreditation Council in Western Australia](#)

Benefits

- Student – feels confident about the processes they need to undertake before enrolment, as well as the options, pathways, services and supports available to them; this supports informed decision-making and planning.
- Trainer and assessor – provides an opportunity to continue to develop their capability to be responsive to students with diverse needs.
- RTO – demonstrates the RTO's commitment to supporting students with a disability.

Training and resources

- [ADCET Transition Resources](#)
- [National Careers Institute – Skills and Training](#)
- [My Skills – Australia's Training Directory](#)
- [Students \(Australian Skills Quality Authority\)](#)

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](#).