

# Practice Illustration

## Transition – Information Sessions

### Practice scenario

A career counsellor/adviser from the local high school calls a registered training organisation (RTO). They have some students with disability and learning requirements and would like to explore what courses are available. The career counsellor explains that they are feeling overwhelmed. They are finding it hard to work out the suitability of courses for each student. They are also unsure about what supports the RTO may be able to offer. Several parents would also like to know about study options and supports available. The counsellor asks whether it is possible to bring in a group of students and parents for an information presentation to discuss options.

### Better practice response

In response to the query, a session is arranged to cover:

- differences and similarities between school and vocational education and training (VET)
- VET learning environments
- expectations of the learner in VET
- courses available in the RTO
- key considerations when choosing courses, including fees and subsidies
- different types of delivery and assessment methodologies
- examples of reasonable adjustments and available learning supports.

At the session, students are encouraged to participate in making decisions. The RTO staff member provides them with links to a range of helpful career tools and quizzes. They also highlight a range of transition planning tools available through the [ADCET website](#).

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By having students, teachers and parents/carers involved in the session, the RTO is:

- promoting informed choices
- making connections and networks
- increasing confidence to make contact early about decisions
- informing everyone about expectations and how to manage them
- supporting positive transitions.

The session is so successful that it will now be offered each semester. A plan is made to contact the local schools and youth services to encourage prospective students, their families/carers and career counsellors to attend.

## Action and Evidence

Being proactive about transition encourages people to make informed choices. It demonstrates the RTO's commitment to supporting prospective students and providing accurate information. It is also a great way to gather feedback about what can help improve the transition from school or other learning environments to the RTO.

**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 Standards for Education 2005 \(Cth\) \(DSE\)](#)

**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.

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## [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. The RTO must support students and respond to individual learner needs.

**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 (before enrolment to allow students to make informed choices).

**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](http://adcet.edu.au/vet/disclaimer) or by contacting the [Department of Employment and Workplace Relations](#).