

Practice Self-Check

Registered Training Organisation (RTO)

This Self-check aims to help an RTO to reflect and self-assess the organisation's responsiveness and capability to support students with disability, as well as how you are meeting the relevant legislative requirements. These include:

[Standards for Registered Training Organisations \(RTOs\) 2015 \(Cth\)](#)

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

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

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](#)

The Self-check covers each area of the student journey as they are aligned to the requirements of the standards. The practice indicators help you reflect and guide your policies, procedures, practice and professional development to build capability and accountability across the organisation.

The scale of practice indicators has been divided into three categories:

- **Beginning (Starting)** – you are considering these practices and implementing a few policies, procedures and practices to address these things, but more work is required to further develop capability and achieve these indicators.
- **Developing (Baseline)** – you have policies, procedures and practices that address these things but there is still room for improvement and to further develop capability.
- **Competent (Confident)** – you have policies, procedures and practices that address these things, staff have access to ongoing professional development and can apply these things effectively, and the organisation maintains a continuous improvement strategy that is actioned.

These practice indicators may look different in each RTO given the size, structure and systems, location, training and assessment modes and methods.

| AREA | RTO PRACTICE INDICATORS | BEGINNING (Starting) | DEVELOPING (Baseline) | COMPETENT (Confident) | REFLECTIONS FOR BUILDING CAPABILITY & IMPROVING PRACTICE |
|---|--|----------------------|-----------------------|-----------------------|--|
| Compliance and Legislation – Preventing Discrimination, Harassment and Victimisation | Access and Equity policies, procedures and practices to support inclusive training and assessment are available. | | | | |
| Compliance and Legislation – Preventing Discrimination, Harassment and Victimisation | Induction and orientation are provided for all staff about access, equity and inclusion obligations, and supported by regular ongoing training about disability awareness, discrimination, the DDA and the DSE, and inclusive training and assessment. | | | | |
| Compliance and Legislation – Preventing Discrimination, Harassment and Victimisation | An Action Plan (Diversity and Inclusion/ Disability) is in place which has clear achievable goals and outcomes, including a reporting framework and set timelines. | | | | |
| Compliance and Legislation – Preventing Discrimination, Harassment and Victimisation | Procurement and engagement policies and procedures are in place to ensure accessibility of purchased services, supports, technologies, tools, equipment, materials and resources. | | | | |

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|--|--|-------------------------|--------------------------|--------------------------|---|
| Curriculum, Qualification & Accreditation (Course Design & Development) | Staff are supported to participate in discussions and consultations about curriculum development and to communicate experiences of students with disability where the training packages, qualifications, skill sets, units of competency, VET accredited courses, and micro-credentials are not inclusive. | | | | |
| Curriculum, Qualification & Accreditation (Course Design & Development) | A systematic approach is in place for identifying and recording implementation issues that affect students with disability, and this feedback is provided to the relevant bodies e.g. Industry Reference Committees or State/Territory Training Authority (STA). | | | | |
| System for Quality, Self-Assurance and Continuous Improvement | A system is in place for gathering, evaluating, reporting and actioning feedback about the accessibility, usability and inclusiveness of all activities, services and facilities. | | | | |

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| System for Quality, Self-Assurance and Continuous Improvement | Consultations are facilitated with students with disability and industry partners about the appropriateness and effectiveness of proposed or implemented access and equity strategies. | | | | |
| System for Quality, Self-Assurance and Continuous Improvement | Where the RTO has initiatives or action plans about diversity, access and inclusion, the goals and key performance indicators are actioned and reported within timelines. | | | | |
| Transition from School | Strategies are in place to participate in careers events to provide relevant and accessible information to assist in transition planning for students with disability, their associates, and schools. | | | | |

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| Transition from School | Prospective students with disability, and their associates are informed about the similarities and differences between school and VET to help manage their expectations and encourage them to plan and prepare early as a means for a successful transition. | | | | |
| Pre-Enrolment | Marketing, promotional and course information materials and activities inform prospective students about course requirements, and the supports and services available to them. | | | | |
| Pre-Enrolment | Marketing, promotional and course information materials are accessible, in multiple formats, easy to find, and uses inclusive language and imagery e.g. images include a diverse range of students. | | | | |

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| Pre-Enrolment | Processes and information identify and inform students about the supports, services and adjustments available during enrolment and provide opportunities to discuss potential reasonable adjustments with student. | | | | |
| Enrolment | Enrolment processes and information are accessible and usable to meet the needs of a wide range of students. | | | | |
| Enrolment | Processes and information identify and inform students about the supports, services and adjustments available during enrolment. | | | | |
| Enrolment | Students with disability have the opportunity to consult on the development and monitoring their Student Support/Learning Plans | | | | |

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| Participation | Students with disability have access to all experiences, services and facilities on the same basis as a student without disability. | | | | |
| Participation | Course or program activities are sufficiently flexible to enable a range of students to participate without compromising the integrity of the course/ program. This includes activities conducted off-site e.g. vocational placement. | | | | |
| Participation | Student supports, services and adjustments are appropriate to assist the student to achieve the intended learning outcomes. | | | | |
| Participation | Appropriate processes are in place to determine, negotiate, agree, record and implement supports, services and adjustments to enable participation. | | | | |

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|---|---|----------------------|-----------------------|-----------------------|--|
| Curriculum - Training & Assessment | Policies, procedures and practices are in place to develop training and assessment strategies that cater to a range of students with differing needs including disability. | | | | |
| Curriculum - Training & Assessment | Professional development is provided about inclusive training and assessment approaches including Universal Design for Learning. | | | | |
| Curriculum - Training & Assessment | Training and assessment strategies are flexible and adjustable to meet the needs of a range of students, whilst ensuring the integrity of the training package and/or training is maintained. | | | | |
| Curriculum - Training & Assessment | Strategies are in place to review and improve courses based on experiences and feedback from students with disability. | | | | |

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| Inclusive Design & Development | Policies, procedures and guidelines are in place to ensure accessible, usable and inclusive design and development of training and assessment materials and resources, equipment, platforms, technology and tools. | | | | |
| Inclusive Design & Development | A range of resources and supports exist for staff to design and develop inclusive training and assessment experiences, materials and resources, including conversion of materials and resources into accessible and alternative formats and accessibility checking. | | | | |
| Inclusive Training and Assessment | Inclusive standards or guidelines exist to ensure delivery of accessible and universally designed training and assessment. | | | | |

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| Inclusive Training and Assessment | A range of resources and supports are available for staff to enable the delivery of training and assessment in an accessible, usable and inclusive way. | | | | |
| Inclusive Training and Assessment | Processes are in place to gather feedback from students about the accessibility, usability and inclusiveness of training and assessment. | | | | |
| Reasonable Adjustments | Policies, procedures, and templates are in place to support the negotiation, determination, documentation, implementation and review of supports and reasonable adjustments. | | | | |

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| Reasonable Adjustments | Regular and ongoing professional development is available for staff who will apply the policy, procedures and templates, and evidence decision making about inherent requirements, reasonable adjustments and course integrity. | | | | |
| Reasonable Adjustments | Access to specialised services and supports is available to students, and staff are informed about how these can be utilised. | | | | |
| Progression and Completion | Policies and procedures are available for monitoring, informing and managing student expectations and progression, including planning and early intervention. | | | | |

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| Progression and Completion | Students are informed about expectations and outcomes regarding progression and completion, and supports, services, tools and strategies available to achieve course requirements and progression. | | | | |
| Progression and Completion | The training and assessment systems and methods monitor progression and inform both staff and students e.g. assessment submission schedules, regular reviews and feedback, progression toolbars, auto reminders etc. | | | | |
| Progression and Completion | Students are informed about any changes that may affect the training or services, including information about next steps and pathways. | | | | |
| Student Supports and Services | A range of accessible general and specialised student supports, and services are available to all students including those with disability. | | | | |

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| Student Supports and Services | Professional development is provided to all staff to ensure they are aware of the available student supports and services (general and specialised) and how students access them. | | | | |
| Student Supports and Services | Processes are in place to ensure all students are informed and aware of the supports and services available and how to access them. | | | | |

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](#).