Practice Guide
Progression and Completion

Overview

Support for students with disability should occur throughout a course not just at the beginning. Regular monitoring, check-ins and reviews can assist in identifying any challenges or changes in students' needs. It also provides a timely opportunity to address issues of concern.

What is progression and completion?

Registered training organisations (RTOs) are expected to support student progression from commencement through to successful completion of all course requirements.

For some students, the nature and impact of their disability, medical or health condition can result in periodic or extended absences. It can also lead to challenges in attending on time, planning and organising, or managing anxiety and fatigue. These things can significantly impact progression and completion. If a student has continual challenges, withdrawals and unfinished requirements, their motivation is likely to be affected.

Throughout the student journey, RTOs have access to much data and information that can provide a clear picture of student engagement and progression.

An RTO is likely to collect:

- enrolment information
- consultation notes
- attendance records
- logs about student engagement in courses offered through a learning management system (LMS)
- assessment and submission dates and rates
- requests for extensions or special considerations
- completions of assessment and results
- communication records (e.g., emails, messages)

- information and notations on the Student Support/Learning Plan.

Such data can help identify student progression and highlight learning patterns, needs and barriers as well as provide insight into the type of support that students may need. RTOs can use this information to help support progression. It may be particularly useful where a student may have a disability they have not disclosed.

Use this information to facilitate progression discussions with the student.

If supports and other services are tailored to students' needs, the RTO is likely to have stronger completion rates and student satisfaction. This can enhance the RTO's reputation and credibility. It also helps meet requirements to ensure qualifications, statements of attainment and records of results are issued appropriately.

Practice considerations and checkpoints

- Identify student expectations about progression and completion.
- Outline consequences of non-performance or lack of engagement.
- Inform students about supports, services, tools and strategies that help achievement of course requirements and progression.
- Utilise learning analytics and data to inform on student engagement and progression.
- Intervene early and plan with the student to monitor and manage progression.
- If an online LMS is in use, enable student progression tools and information for trainers and assessors and the student to use.
- Enable automatic reminders about upcoming assessment requirements.
- Provide scaffolding tools that give guidance and timeframes for starting, progressing and submitting assessments.
- Keep students informed about any changes that may affect the training or services provided to them.
- Monitor that adjustments made are appropriate.
- Communicate regularly with any other parties involved in the training (e.g., state training departments and Australian Apprenticeship Support Network [AASN] providers in the case of traineeships and apprenticeships) to monitor and, if necessary, extend 'hard' dates and deadlines (such as training contract end dates).
- Engage and provide information about next steps and employment services for students with disability.
- When qualifications have requirements for work or vocational placement, leverage these opportunities as potential pathways to employment.

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)

Standards for Participation – Part 5: The education provider must take reasonable steps to ensure that the student is able to participate in the course or program provided by the education institution, and use the facilities and services provided by it, on the same basis as a student without disability, and without experiencing discrimination.

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

Victorian Registration and Qualifications Authority

Training Accreditation Council Western Australia

Benefits

- Student – If support and other services are tailored to the needs of students, they are likely to feel more confident and empowered to raise issues of concern throughout their learning journey.

- Trainer and assessor – If they understand the support needs of a student, trainers and assessors can proactively respond and adjust their teaching and delivery to better meet the student's needs.

- RTO – If support and other services are tailored to student needs, the RTO is likely to have stronger completion rates and student satisfaction, enhancing the RTO's reputation. Supporting students and staff to engage with each other

about concerns can stop minor issues from becoming larger and provide valuable feedback to improve strategies, supports and services.

Training and resources

- *Users' Guide to the Standards for RTOs 2015: Chapter 3 – Support and Progression (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*.