



Fact Sheet – Personal and Learning Supports for students

For Registered Training Organisations (RTOs)

Registered Training Organisations (RTOs) have obligations under the Australian Skills Quality Authority (ASQA) standards for RTOs to ensure that students' needs are assessed by the RTO and the RTO provides appropriate support services to enable student progression. While these obligations are non-prescriptive, the Department for Innovation and Skills (DIS) requires RTOs to respond to an Organisational Self-Assessment outlining the minimum supports expected of RTOs who wish to enter a Funded Activities Agreement (FAA) with DIS, enabling access to subsidised training.

Learner Support Services (and Student Services in TAFE SA) provide additional supports to meet the complex support needs of students that an RTO would not be expected to provide but that can make the difference to enabling students to stay in and successfully complete their training. LSS is made accessible free of charge by DIS to build on the supports that all non-government RTOs provide.

The Organisational Self-Assessment must be approved by DIS as reflecting appropriate commitments by the RTO to meet their student support obligations as a precondition to acceptance as an approved FAA provider and to access LSS for their students.

RTOs are expected to have policies and/or evidenced practices in place, that are the subject of continuous improvement, to guide the organisation in their provision of supports. Information about supports should also be readily available to students. See [here](#) (see right hand side panel) for the guide to support RTOs to complete an Organisational Self-Assessment.

DIS minimum RTO support expectations:

1. Inclusive teaching and learning environment

- Teaching programs are designed and delivered considering diverse student needs, barriers and preferences, providing options for students and reducing the need for individual adjustments.

2. Flexible delivery

- The RTO employs a broad range of teaching and learning methodologies, providing options for students, and supporting a responsive approach to delivery.

3. Disability Access

- The organisation prepares and plans for students with disability to meet RTO obligations in accordance with the Disability Standards for Education.
- The organisation effectively accommodates students with disability in the mainstream learning environment through policies and practices and staff development in inclusive practice.

4. Individual Support and Community referrals

- Staff with appropriate experience and skills are identified to provide students with individual support and referrals.
- Identified staff members are supported to develop working knowledge of relevant community services available to support students with barriers impacting on their participation in training.

5. Employment transitions

- The RTO has developed effective relationships with employment services providers to ensure quality of referrals into appropriate training and smooth transitions between sectors.

6. Professional Development

- The RTO plans for and supports their staff to undertake ongoing professional development in awareness raising and support strategies relevant to their student cohort. For example: disability support strategies, mental health first aid, cultural awareness, flexible delivery methodologies, inclusive teaching practice, accessible online materials and teaching.