

Practice Illustration: Transition – Information for Individuals, Families and Schools

Practice scenario

A prospective student's parent phones the registered training organisation (RTO) and makes general enquiries about a course. The parent does not disclose that they are asking for their child who has a disability.

The RTO staff member explores these questions further. The parent says their child is in Year 10 at school and is starting to explore work and study pathways. The school career adviser/counsellor has been helping, but the parent needs more information and wants to know whether the course is suitable and achievable for their child.

Better practice response

Parents, supporters and school personnel often contact RTOs on behalf of students. They want to explore opportunities for potential career and study pathways. In many of these cases, the student with disability is not involved in the discussions. These key people in their lives are doing all the groundwork. It is important for students to be at the centre of all these conversations. After all, it is their life, and the choices affect them.

The RTO has two information brochures. One for potential students and one for parents, associates and school personnel.

The student brochure identifies:

- key considerations for exploring and choosing courses
- career information (e.g. Careers Institute/Australian Apprenticeships and Traineeships)
- links to career quizzes
- differences and similarities between school and vocational education and training (VET)
- how delivery and assessment occur in various courses
- expectations about language, literacy, numeracy and digital skills, and participation in an adult learning environment.

The parent, supporter and school personnel brochure identifies:

- VET as an adult learning environment
- differences and similarities between school and VET
- different types and ways to access support in VET
- ways to support young people to plan for and make the transition to VET
- ways to support the young person to be at the centre of all conversations
- how parents can involve themselves in the conversations

- ways to assist the young person to understand and articulate their learning needs.

The brochures comply with accessibility requirements and include links to transition planning tools provided on the [ADCET website](#).

The RTO staff member talks to the parent about this information and agrees to email both brochures. They also agree to send information about the qualification and courses they identified and others that are similar. The RTO staff member encourages the parent to make a time soon to meet with the student, and to start conversations early with the RTO about potential pathways. They also suggest a tour to see the courses in action. This means negotiations about any adjustments and learning supports can occur before the student commences.

The staff member also mentions that the RTO will be having an open day. They explain that this would be a great opportunity for the student to start exploring options.

Action and Evidence

Providing accurate, upfront and accessible information ensures prospective students make informed choices. Having the prospective student at the centre of conversations promotes empowerment. It helps the RTO show how they support students and respond to individual learner needs.

Please note: Every student's particular circumstance will be unique, and the illustration of practice is indicative and offered as guidance only.

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.

2025 Standards for Registered Training Organisations (RTOs):

[National Vocational Education and Training Regulator \(Outcomes Standards for NVR Registered Training Organisations\) Instrument 2025](#)

Outcome 2: VET students are treated fairly and properly informed, supported and protected.

Outcome Standard 2.1: VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

Outcome Standard 2.2: VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

Outcome Standard 2.3: VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

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.

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