Practice Illustration
Progression and Completion – Course Feedback

Practice scenario

A diligent student attends every class and submits all their assessments on time, however, they are not achieving competent outcomes. Each semester the student re-enrols in the units again and pays the fees to continue.

The trainer and assessor talk to the student at the commencement of the current unit of competency. The student shares that they have always had learning challenges. They express that they are keen to finish one day soon.

The trainer and assessor thank the student for sharing and asks about the kinds of challenges they have experienced before. The student explains that they have no trouble reading. They do find it difficult to process, understand and remember the information. They talk about the difficulty they have in organising their thoughts and ideas. They say it is hard to get them down on paper.

The student indicates the feedback they get on their assessment tasks is often in writing and difficult to understand. They can't quite work out what they are getting wrong but think they must be doing okay because they're allowed to enrol again each semester.

The trainer and assessor ask when they last had a review of their course goals and progression. The student thinks it might have been at the beginning of the previous year. When asked if they would like a review, the student agrees.

Better practice response

The trainer and assessor review the Student Support/Learning Plan. They print out a notification of results and an enrolment history summary. The trainer and assessor can see the student has done well in the practical units, especially where the assessments have focused on demonstrating skills. They can also see the units of competency the student has repeated focus on written assessments.

The trainer and assessor ask the wider team about the student's progress. Everyone says the student is friendly. Although great at the practical, they struggle with written components.

This student is at risk of failing again. The trainer and assessor speak to their manager about the review of the Student Support/Learning Plan and confirms the last review was over a year ago. This means the student has been re-enrolling as a continuing student for

almost 18 months. It seems the student should have had some intervention earlier. The trainer and assessor suggest some extra tutoring to support the student's literacy and reading skills and show them how to use Microsoft Learning Tools. The manager agrees.

The registered training organisation (RTO) offers the student two hours of tutoring. One hour is to orientate them to the tools. The other hour is for planning and drafting assessments. This will be valuable in helping the student in achieve better outcomes.

The manager also arranges professional development sessions for the trainers and assessors. They have an orientation to the Microsoft Learning Tools and the benefits for students. They also have a session about providing effective feedback to students. The aim is to support the students to use feedback to scaffold their own learning. The facilitator explains that written feedback does not suit all students. They are shown how to provide recordings of oral feedback to students.

The team revisits the RTO's policies, procedures and practices. They review their knowledge and understanding of student course reviews and counselling. The aim is to ensure everyone is aware of their responsibilities and understands the importance of providing guidance and feedback to students.

Action and Evidence

The RTO must be responsive to learner needs. Some students may not be aware they have a disability. Once the RTO is aware that the student has learning needs, staff need to be responsive. RTOs should have policies and procedures to check, review and record student progress. The RTO should document these discussions and reviews, as well as indicating any intervention or support. Students who receive support early often succeed better in their learning without disadvantage. Providing feedback also helps address fairness in assessment.

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 Discrimination Act 1992 (Cth) (DDA)

The DDA makes it unlawful to discriminate against a person on the basis of disability in education. It is not discrimination to maintain the integrity of a course.

Disability Standards for Education 2005 (Cth) (DSE)

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

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.
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> 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.
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> 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.
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> Outcome Standard 2.4: Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.
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> Outcome Standard 2.5: The learning environment promotes and supports the diversity of VET students.
>
> Outcome Standard 2.6: The wellbeing needs of the VET student cohort are identified and strategies are put in place to support those needs.

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.

ADCET
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