

Practice Illustration

Progression and Completion – Course Expectations

Practice scenario

A student has a documented ongoing health condition that impacts them in various ways. They have periodic absences from class. They often request extensions for the submission of assessments. The student has this documented in their Student Support/Learning Plan as reasonable adjustments. These adjustments have been available throughout their course.

In the second term of their course, they have a new trainer and assessor for three units. The trainer and assessor have been reviewing student progression in preparation for the semester. They raise concerns about the student's continual late submission of assessments. This is occurring even when the student has extensions.

The trainer and assessor identify that the student has results outstanding from Term 1. The student is missing classes and is already behind in submitting this term's assessments. The trainer and assessor ask the student to come in for a course counselling session.

In preparation for the session, the trainer and assessor review the student's progression. They identify impacts on progression due to non-completion of prerequisite units. The student cannot undertake the subsequent units until these are resulted (to meet the requirements of the training package).

During the session, the trainer and assessor discuss this information. They propose some part-time study options. They suggest the student also completes the two outstanding units from Term 1, recommending that the student completes the three current units later in the year. This will have the least impact as the student has not yet completed any of the assessments. The student claims that the trainer and assessor are harassing them and being discriminatory. The student believes they are not receiving appropriate levels of support.

The trainer and assessor provide written information to the student about their rights and the complaint processes. They also tell the student they will raise this with the registered training organisation (RTO) manager.

Better practice response

The trainer and assessor immediately inform the RTO manager. They gather all relevant data about progression and completion then review the agreed and documented reasonable adjustments. Currently, the student receives 14-day extensions rather than the regular 7-day extensions. It also states the student does not need to provide evidence for an extension request but must use the regular extension request process.

The trainer, assessor and RTO manager review the file notes. They acknowledge a range of approaches to extensions and time granted are being used. In some instances, approval for extensions were granted without the receipt of a request form. Others have given approval after the final assessment submission due date. Some trainers and assessors were providing unreasonable periods of time for extensions. Others are not identifying any final due date.

This means the student has overdue assessments. Several units have no result. There is minimal evidence the student has been receiving feedback about their progress. They also consider the principles of assessment. The principles expect flexibility and fairness in considering individual learner needs. This would include providing reasonable adjustments. However, the student has provided insufficient valid evidence for an assessment decision. They have not fulfilled their responsibilities.

The trainer, assessor and RTO manager make a time to meet with the student. They provide opportunity for the student to discuss their complaint and perspectives. They outline their concerns and acknowledge inconsistent practices, identifying areas for trainers and assessors to improve their practices and provide consistent approaches to resulting, progression and feedback. They provide clarification about the student's progression and the consequences of outstanding results. They explore a range of options to support successful completion of the outstanding units, and they review the current reasonable adjustments. The student agrees to withdraw from the current units and to complete the outstanding ones. Together they reconfirm the enrolment plan, agreement for reasonable adjustment and associated expectations.

Action and Evidence

RTOs should have equity strategies to enable students with disability to apply for enrolment in a course. Once admitted or enrolled, students should be able to expect these strategies to continue. RTOs must extend these strategies to all aspects of participation, progression and completion.

There is no need to make unreasonable adjustments. A review of reasonable adjustments should occur regularly. It should also consider whether there is a need for other supports.

RTOs must ensure the integrity of their courses or programs. This applies when providing reasonable adjustments and includes performance requirements and progression.

This helps guarantee fair and flexible treatment of students and ensures graduates have the appropriate knowledge, experience and expertise when qualifications are conferred.

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, including a disability that a student is believed to have. This is an imputed disability.

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

Making reasonable adjustments – Part 3: The Standards require education providers to make reasonable adjustments where necessary. There is no requirement to make unreasonable adjustments. A reasonable adjustment is a measure or action taken by an education provider in relation to applying for enrolment, participating in the course or program, or accessing services and facilities. The education provider must ensure the student with disability can access, use and participate on the same basis as a student without disability.

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 educational 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 harassment and victimisation – Part 8: An education provider must develop and implement strategies and programs to prevent harassment or victimisation of a student with disability, or a student who has an associate with a disability, in relation to the disability.

2025 Standards for Registered Training Organisations (RTOs):

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

Outcome1: Quality training and assessment engages VET students and enables them to attain nationally recognised, industry relevant competencies.

Outcome Standard 1.1: Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.

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.

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.

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.

This resource is funded by the Australian Government Department of Employment and Workplace Relations through the Supporting Students with Disability in VET project.