Practice Guide

Information

(Standards 2.1, 2.2)

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Outcome Standards for NVR Registered Training Organisations

Quality Area 2 – VET Student Support

What are the key concepts?

The following key concepts are covered in this practice guide:

Standard 2.1	Standard 2.2
• Clear, accurate and current information • What information to provide • When changes occur	• Suitability of training products

Achieving these Standards in practice

The following table lists examples of activities that may demonstrate compliance with the Standards, as well as risks to mitigate or control. These examples are <u>not</u> a complete list of every activity or risk, nor do all the activities listed need to be completed to achieve compliance. Rather, they are a guide and should be considered within the context, size, scale and student cohorts of your RTO's operations.

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.	
Performance indicators	**Example activities and other considerations for compliance**

An **NVR registered training organisation** demonstrates:
a. all information provided to **VET students** by the organisation or any **third parties** is clear, accurate and current;
b. how it identifies the information VET students require prior to enrolment and how that information is communicated to VET students prior to their enrolment;
c. the following information is easily accessible by VET students:
   i. the **training product** code and title, duration, **modes of delivery**, training delivery location, training commencement dates, scheduling, any requirements to commence or complete the training product including assessment
	• You can demonstrate how you systematically and regularly review the information provided to **VET students**.
	• You can show how you ensure that, prior to enrolment and the payment of any fees, prospective students are given accurate and adequate information about the **training products** and **services** you offer. For example, you make available to prospective students:
	  o the training product code and title
	  o **mode of delivery**, delivery location/s, duration, scheduling and commencement date/s
	  o any work placement, work integrated learning or community-based learning requirements

requirements, whether any licencing or occupational licence requirements apply, and details of any third party arrangements that apply to the delivery of the training;

ii. the *training support services* and *wellbeing support services* that are available to the VET student, and how the student can access those services;

iii. all fees, costs and charges associated with the provision of the training product which VET students may incur, including payment terms and conditions, any applicable refund policies and the availability of any relevant government training entitlements and subsidies; and

iv. any obligations or liabilities which may be imposed on VET students to acquire any materials, equipment or IT, any costs and processes associated with withdrawing from training, any costs and processes associated with obtaining a *Unique Student Identifier*, and any requirements for VET students to undertake work placements;

d. the organisation provides all VET students with documentation prior to their enrolment or before any fees are required to be paid which sets out:

i. the training which the organisation or third parties will provide the VET student;

ii. all fees, costs and charges which the VET student will be required to pay; and

iii. any obligations or liabilities which may be imposed by the organisation or third parties on the VET student; and

e. That it informs VET students, as soon as practicable, of any changes to training products or the organisation's operations that may affect VET students, including any changes relating to the transition of superseded, deleted, or expired training products.

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o any licensing or occupational license requirements, including any relevant *industry regulator*, state and territory requirements

o information about use of *third parties*

o fees, costs and charges (including what is and is not included in the fees and charges)

o *training support services* and *wellbeing support services* that may be available

o information on getting a *student identifier*

o student rights and obligations (e.g. sourcing their own work placement or providing their own work resources).

- You can show that the information you provide to students (including prospective students) is clear, accessible, current and tailored to the student cohort, including where that information is distributed by third parties.

- You can demonstrate the system you have in place to notify students as soon as practicable of any changes to your service that may affect them, such as:

o contact details for your organisation

o course details, cost or duration

o changes to the training product they are enrolled in (e.g. superseded units; transition arrangements)

o services you offer (including support services)

o ownership of your RTO

o changes to third party arrangements

o unexpected events impacting delivery such as a natural disaster.

Known risks to quality outcomes

- False or misleading marketing of all or part of a *VET course*, *VET qualification* or training delivery and assessment, including *recognition of prior learning* (RPL).

- Failing to have adequate oversight of, and formal arrangements with, third parties that market to, or recruit, students including where these arrangements are not made clear to current and prospective students.

- Failing to inform students prior to enrolment that they will need to:

o secure their own work placement

o supply their own resources or equipment, or

o travel and/or pay for accommodation to attend their work placement.

- Failing to provide a full and accurate schedule of fees, including any *prepaid fees*, to students prior to enrolment.

- Marketing unrealistically short courses which compromise the integrity of the training product,

or may result in extension costs for students who are unable to complete within advertised timeframes.

- Marketing tactics that promote an easier path to qualifications and do not uphold the integrity of the training product - for example offering inappropriately short duration courses or inadequate or "easy" RPL.

- Enrolling unaware students in superseded, deleted or expired training products when they will not have sufficient time to complete their training and assessment.

- Failing to provide students with information on possible alternative training products where a training product has been deleted.

- Not communicating promptly with affected cohorts when a product becomes superseded, deleted or expired, or failing to make clear the deadline for transition arrangements.

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	
Performance indicators	**Example activities and other considerations for compliance**
An NVR registered training organisation demonstrates: a. taking into account the requirements of the training product – it has procedures in place to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and digital literacy; and b. based on the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them.	- You can demonstrate how you provide accurate and accessible information to prospective students about the language, literacy and numeracy (LLN) proficiency, and digital literacy skills needed to successfully participate in a training product. This includes any requirement your RTO has in respect of students undertaking a specific LLN or digital literacy test for a particular training product. - You can show how the approach you use for reviewing a prospective student's prerequisite skills and competencies leads to accurate advice about their suitability to undertake the intended training. - Where a prospective student does not have the required skills and competencies, you advise them of the alternative training products that might be best suited to them and/or the learning pathways and programs available that might enable them to build the required pre-requisite skills and competencies. - You can demonstrate how you inform prospective students about the nature and extent of ***reasonable adjustments***, ***training support services*** and ***wellbeing support services*** your RTO can provide so that they can make a fully informed decision about their ability to undertake the intended training.
	Known risks to quality outcomes
	- Not considering the adequacy of prospective students' language, literacy and numeracy proficiency or digital literacy in the context of the training product they are intending to enrol in Not considering a prospective student's individual needs in the context of the training

	product they intend to enrol in – for example, if a training product requires certain physical skills, prior experience, prerequisites or entry requirements.

Self-assurance questions

1	How do you identify the information prospective students need prior to enrolment to help them make informed decisions about a particular training product and your RTO?
2	How do you ensure that information for prospective students is clear, accurate, accessible, current and sufficiently detailed?
3	What mechanisms do you have in place to ensure students are promptly informed of changes to their training that impact them?
4	How do you identify the physical requirements, entry requirements, licencing eligibility requirements or other prerequisites required to participate in a training product?
5	What methods do you use for checking that prospective students have the necessary skills and competencies, including language, literacy and numeracy proficiency and digital literacy capabilities, to undertake their intended training product?