

Guide to completing the Organisational Self-Assessment for LSS

Underpinning support standards – quality indicators

Description of effective student support by RTO	Quality indicators
<p>1. Inclusive teaching and learning environment</p> <p>1.1 Teaching programs are designed and delivered considering diverse student needs, barriers and preferences, providing options for students and reducing the need for individual adjustments.</p>	<p>Basic student support standards will be met if the following quality indicators can be described, and a commitment is made to provide evidence of this if requested by the Department for Education</p> <p>1.1 Understanding and embedding of the upfront assessment of need process to assess student’s learning support needs</p> <p>1.2 Evidence that typical barriers and learning needs of the student cohorts trained by the RTO are considered in scheduling and delivering programs</p> <p>1.3 Delivery and assessment strategies reflect knowledge of typical student cohort</p> <p>1.4 Flexible delivery in relation to accommodating individual need for adjustments is provided</p>
<p>2. Flexible delivery</p> <p>2.1 The RTO employs a broad range of teaching and learning methodologies, providing options for students and supporting a responsive approach to delivery.</p>	<p>2.1 Trainers employ a range of teaching and learning methodologies including assessments that accommodate and/or can be responsive to differing student need</p> <p>2.2 Outside of class one-on-one or small group extra tutoring time is made available</p> <p>2.3 Policies/practices for make-up classes, extensions, re-assessments and student leave from a course.</p>
<p>3. Disability Access</p> <p>3.1 The organisation prepares and plans for students with disability to meet RTO obligations in accordance with the Disability Standards for Education.</p> <p>3.2 The organisation effectively accommodates students with disability in the mainstream learning environment through policies and practices and staff development in inclusive practice.</p>	<p>3.1 Process in place for the development and regular review of personal access plans for students with disability (ie plans that record the impact of the student’s disability on their learning, reasonable adjustments the RTO has implemented and any strategies the student will be responsible for). These may be incorporated into their learning and support plan as part of the upfront assessment of need process.</p> <p>3.2 Recognition of the need to provide supports in line with the Disability Standards for Education, the <i>South Australian Disability Inclusion Act 2018</i> and the South Australian Disability Inclusion Plan and the DIS DAIP (to be made public in October 2020).</p>

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<p>4. Individualsupportandcommunityreferrals</p> <p>4.1 Staff with appropriate experience and skills are identified to provide students with individual support and referrals.</p> <p>4.2 Identified staff members are supported to develop working knowledge of, and referral relationships with relevant community services available to support students with barriers impacting on their participation in training.</p>	<p>4.1 At least one staff member in the organisation is knowledgeable of a range of community services and provides relevant referrals for students. Students are aware of this support.</p> <p>4.2 The RTO has a partnership agreement with a learner support services (LSS) provider or has a rationale for not doing so. Where agreements are in place, LSS is actively promoted to students.</p> <p>4.3 Processes/policies are in place for students to make and have complaints fairly and promptly dealt with. Students are made aware of these.</p>
<p>5. Employment transitions</p> <p>5.1 The RTO has developed effective relationships with employment services providers to ensure quality of referrals into appropriate training, continuity of support, reduce duplication of effort and provide smooth transitions for common clients between sectors</p>	<p>5.1 RTO enrolment processes include measures to ensure referrals from Employment Services Providers (ESP) are properly completed prior to accepting enrolment.</p>
<p>6. Professional Development</p> <p>6.1 The RTO plans for and supports their staff to undertake ongoing professional development in areas relevant to their student cohort. For example:</p> <ul style="list-style-type: none"> • disability strategies • cultural awareness • flexible delivery • inclusive practice, accessible online teaching 	<p>6.1 Staff undertake professional development in relation to effective teaching for their typical student cohort and the training packages being delivered:</p> <ul style="list-style-type: none"> • provided, or funded by the RTO and/or • staff released from other duties to undertake PD activities
<p>7. Policies and processes</p> <p>7.1 The organisation puts in place policies and/or processes related to the 6 areas of student support. The policies and/or processes are regularly reviewed and made available to students.</p> <p>7.2 Systems to manage the collection and use of data related to the policies and/or processes are in place and effectively used to inform practice within the RTO.</p>	<p>7.1 Each of the six areas have policies and/or practices associated with them as well as that all relevant staff in the RTO are aware of.</p> <p>7.2 Each of policies and/or processes are regularly monitored which is used to review and continuously improve policies and/or processes.</p>

