# Organisational Self-Assessment Tool

## Student Supports

#### **Self-Assessment Purpose**

Registered Training Organisations (RTOs) are required to submit, and have endorsed by Skills SA, an annual self-assessment of their learner supports.

The Skills SA self-assessment for learner supports is designed for RTOs to demonstrate that they have processes and practices in place to support the diverse needs of learners in South Australian subsidised training.

#### **Before completing this document**

It may be helpful to watch the Skills SA [Spotlight Session: Assessing your Student Supports](https://vimeo.com/596950906)

#### **After completing this document**

Please send your completed self-assessment to [purchaseplanningandstrategy@sa.gov.au,](mailto:purchaseplanningandstrategy@sa.gov.au,) and CC in your Learner Support Services (LSS) provider(s), to enable Skills SA to review, provide feedback if necessary and endorse. Skills SA will include your LSS provider(s) in our response to your self-assessment.

Once Skills SA has provided endorsement of the self-assessment, you are able to re-negotiate an LSS Service Level Agreement with your LSS Provider(s).

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| RTO Details | | | |
| **RTO Trading Name** |  | **RTO Legal Name** |  |
| **RTO Code (identified on** [**training.gov.au**](https://training.gov.au/)**)** |  | **Date of Self-Assessment** |  |
| **RTO Contact** |  | **RTO Contact Position Title** |  |
| **LSS Service Provider(s)** |  | | |
| **Courses delivered (or intending to deliver) under subsidy in South Australia** |  | | |

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| Domain | Training Provider Response |
| **1. Inclusive Teaching and Learning Environment** | **Please provide a written response** |
| * Describe the demographics (e.g. age, gender, caring responsibilities, employment status) and characteristics (e.g. common barriers and support needs) of your typical cohorts of students? * How does your organisation incorporate this information in developing and delivering training? * How do your individual learning plans include addressing identified individual support needs? |  |
| Resources:   * [Upfront Assessment of Need Information](https://providers.skills.sa.gov.au/Deliver/Upfront-Assessment-of-Need) * [Planning for Personal and Learning Supports](https://providers.skills.sa.gov.au/tools/planning-for-personal-and-learning-supports) * [Skills SA Learner Support Resources](https://providers.skills.sa.gov.au/learner-support-services) and Tools |
| 1. **2. Flexible Delivery** | **Please provide a written response** |
| * How do the teaching methodologies in your courses consider different learning needs? * How do your assessment options provide flexibility for students to demonstrate competence? * Identify the learning support available to students outside of scheduled delivery times. How are students made aware of additional supports? * What level of flexibility is built into your delivery timetabling? How does it suit your typical cohorts? * Look at your policies in relation to provision of extensions, re-assessments, make-up classes and taking leave from a course for students who have experienced difficulties. How do these policies assist with retention and completion? |  |
| **3. Disability Access** | **Please provide a written response** |
| * How does your organisation encourage students with disability to discuss their support needs? * If a student identifies that they have a disability, at what point is planning undertaken to identify adjustments to the training or assessments that may be required? Who is involved? The student? The trainer? External supports? * What disability related personal development do/could staff undertake? Do they all understand the concept of reasonable adjustment? * What disability resources does your organisation make use of? * Are some of your students also clients of Disability Employment Services? If so, how do you make use of these supports? |  |
| Resources to help you address the above:   * [ASQA](https://www.asqa.gov.au/sites/default/files/FACT_SHEET_Providing_quality_training_and_assessment_services_to_students_with_disabilities.pdf) Fact Sheet – Providing quality training and assessment services to students with disabilities * [Australian Disability Clearinghouse on Education and Training](https://www.adcet.edu.au/) * [Mental Health Coalition South Australia](https://mhcsa.org.au/) * [Disability Standards for Education](https://www.education.gov.au/disability-standards-education-2005) |
| **4. Individual Support and Community Referral** | **Please provide a written response** |
| * Are there key staff identified to provide informal counselling to students and make referrals for support? * Are these staff knowledgeable about community support organisations for referral purposes? How are they supported by the organisation to keep their knowledge current? * How are students who experience personal difficulties supported to use RTO policies for extensions, make-up classes and taking leave? * How would your organisation link with Skills SA funded Learner Support Services for providing case management support to students with more complex support needs? |  |
| **5. Employment Transitions** | **Please provide a written response** |
| * How does your organisation engage with employers to secure vocational placements or links to employment opportunities for students and how do you support students while on placements? * Thinking about employment support for students, how effective are your relationships with Employment Services Providers (ie jobactive and DES providers)? How are students referred by these agencies supported and effectively transitioned between training and employment support?   ***Note: If your RTO does not have a relationship with an Employment Service provider and the RTO does not need to work with employers to secure work placements for students, please answer with N/A*** |  |
| **6. Professional Development** | **Please provide a written response** |
| * How is professional development in areas relevant to your typical student cohort incorporated into your PD plan (e.g. disability support, cultural awareness, inclusive practice, accessible online methodology)? |  |
| **7. Policies and Processes** | **Please provide a written response** |
| * What processes does your organisation already use or could use to monitor and update the profile of your student cohort (including typical barriers to successful completion)? * How are/how could, effective support strategies and referral contacts be shared amongst relevant staff? * Are student support related policies and procedures clearly documented? How are/could these be, made known to students? |  |