Skills SA Organisational Self-Assessment Form



**Skills** SA

## Before you start checklist

[skills.sa.gov.au](http://www.skills.sa.gov.au/)

Review the information on the [Skills SA Student Support Standards web page](https://providers.skills.sa.gov.au/organisational-self-assessment)

Review and action any Skills SA feedback you received after your last Self-Assessment submission

Contact Skills SA at [purchaseplanningandstrategy@sa.gov.au](mailto:purchaseplanningandstrategy@sa.gov.au)if you have any questions about the Upfront Assessment of Need (UAN), the UAN Streamlining Trial, Success and Wellbeing Services (SWS), or the

Self-Assessment process

## Submission checklist

Review the “Before you Begin” information for each section. This provides you with helpful links and resources

Read the guidance for each question (this is provided *in italics* below the question) before responding

Respond to every question by populating the “RTO response” box for all free text answers, or otherwise by populating the supplied table or checkboxes

Email your completed Self-Assessment to [purchaseplanningandstrategy@sa.gov.au](mailto:purchaseplanningandstrategy@sa.gov.au)

## Submission Do’s and Don’ts

**Do make sure your responses are up to date.** Wherever possible, include outcomes and examples from the past 12 months, especially in relation to professional development. If you’re a new RTO or you haven’t delivered subsidised training in South Australia in the past 12 months, describe your plans for the coming 12 months.

**Do ensure your responses relate to the identified needs and supports of your South Australian student group/s.**For example, general professional development undertaken to meet the requirements of the Standards for Registered Training Organisations (RTOs) (or its successor) will not be accepted.

**Don’t repeat responses, wh**ere **the information is relevant to more than one question.** Instead of repeating yourself, you can refer to an earlier response by citing the Support Standard number and providing a brief description of how it is relevant (for example, “See response to Support Standard 1.2. This is relevant because …”).

**Don’t include attachments with your Self-Assessment.** If attachments are needed, your assessor will request them.

**Don’t cut and paste generic responses.** Cutting and pasting generic descriptions from the UAN Guidelines, ASQA documents, or other similar sources, will not be accepted.

## What happens when you submit?

A Skills SA assessor will review your submission, typically within 10 working days. They will provide commentary in the ‘Skills SA commentary’ text box below each question. They will assess your response to each question with one of the following outcomes:

**“Approved”** (no further action is required by you)

**“More information required”** (you will need to provide the requested additional information this year)

**“For inclusion next year”** (no further action is required by you this year, but you will need to ensure the information is provided in your next Self-Assessment).

The Skills SA assessor will email you with the outcome of their review. They will either provisionally approve your

Self-Assessment or will request more information from you. You will typically have one week to resubmit a Self-Assessment that requires more information.

## What happens when your Self-Assessment is provisionally approved?

Your assigned Skills SA assessor will provisionally approve your Self-Assessment in an email.

Provisional approval of your Self-Assessment means you can enter into, or renew, a Success and Wellbeing Services (SWS) Partnership Agreement with one or more SWS providers of your choice.

Once the SWS Partnership Agreement/s are signed, you need to email a PDF copy of the agreement/s to

[purchaseplanningandstrategy@sa.gov.au](mailto:purchaseplanningandstrategy@sa.gov.au)

Skills SA will then update your status from ‘provisionally approved’ to ‘approved’.

You must complete this step to be considered compliant with your obligations in your Funded Activities Agreement.

RTO details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Detail RTO response | | | | |
| RTO legal name *As listed on training.gov.au* |  | | | |
| RTO trading name |  | | | |
| RTO code *As listed on training.gov.au* |  | | | |
| Current or proposed Success and Wellbeing Services (SWS) provider/s  *If you do not have a current SWS Partnership Agreement, select the SWS provider/s you propose to enter into an agreement with.* |  | | Current | Proposed |
| Adelaide Training and Employment Centre | |  |  |
| Enhance Training | |  |  |
| Interskills Training | |  |  |
| SYC | |  |  |
| Tauondi Aboriginal College | |  |  |
| RTO contact person  *The person who is best placed to answer questions and respond to Skills SA queries on behalf of the RTO.* | Name: | | | |
| Position: | | | |
| Email: | | | |
| Person endorsing the Self-Assessment on behalf of the RTO  *The person endorsing the Self-Assessment on behalf of the RTO must be the Contract Representative or Accountable Officer (or their replacement) as listed in your RTO’s Funded Activities Agreement – STL Delivery.* | Is the person endorsing the Self-Assessment the same as the Contact Person? | | | |
| Yes | No | | |
| If no, provide the details of the person endorsing the Self-Assessment: | | | |
| Name: | | | |
| Position: | | | |
| Email: | | | |

# Support Standard 1, Upfront Assessment of Need (UAN)

Support Standard Outcome: You understand and demonstrate compliance with the UAN

Before you begin

Review these documents and resources

We’ve put together a list of documents and resources to help you understand your obligations under the UAN.

* The Skills SA [UAN web page](https://providers.skills.sa.gov.au/upfront-assessment-of-need) and [VET for School Students web page](https://providers.skills.sa.gov.au/vet-for-school-students)
* [UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/uan-guidelines)
* [UAN process summary](https://providers.skills.sa.gov.au/file/tools/uan-process-summary)
* [VETRO UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/vetro-uan-guidelines)
* [VETRO UAN process map](https://providers.skills.sa.gov.au/file/tools/vetro-uan-process-map)
* [UAN Suitability and Support Needs Assessment Guide](https://providers.skills.sa.gov.au/file/tools/suitability-and-support-needs-guide)
* UAN Streamlining Trial [Stage 1](https://providers.skills.sa.gov.au/tools/uan-streamlining-trial-stage-1-video), [Stage 2](https://providers.skills.sa.gov.au/tools/uan-streamlining-trial-stage-2-video), and [Stage 3](https://providers.skills.sa.gov.au/tools/uan-streamlining-trial-stage-3) videos

Contact Skills SA for information or guidance on the UAN

Contact Skills SA at [purchaseplanningandstrategy@sa.gov.au](mailto:purchaseplanningandstrategy@sa.gov.au)if you need help to understand your obligations under the UAN (including VETRO). If you need help to set up your login for the ACER online literacy and numeracy assessment tool, contact a UAN mentor.

# Support Standard 1 Questions

### Do you deliver or intend to deliver subsidised training to VET for school students?

Yes  No

If you answered yes to the above, go to 1.2. If you answered no, go to 1.3.

### What is your process to make sure that you have received a VETRO referral? How does your process make sure that the VETRO process is completed before you open a training account?

**Guidance:** The VETRO process is a subset of the UAN for school students. You must complete it before you open a training account for any school student. Refer to the [VETRO UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/vetro-uan-guidelines) for more information. Explain how you make sure you follow and complete the VETRO process for all school students before opening a training account. Make sure you explain how you incorporate the three parts of the VETRO referral form.

|  |
| --- |
| RTO response to Support Standard 1.2 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### Your staff must conduct a compliant UAN process with every prospective student. What steps have you taken to ensure this happens every time?

**Guidance:** As part of your Funded Activities Agreement, your RTO must conduct a compliant UAN process. Explain how you make sure staff have the skills and knowledge needed to complete the UAN process. Explain how you maintain these skills and knowledge when staff are on leave or there is turnover. Explain who is responsible for ensuring the UAN process continues as it should.

|  |
| --- |
| RTO response to Support Standard 1.3 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

# Assessing Suitability and Support Needs

### When do you assess suitability and support needs? Who is responsible for doing the assessment?

**Guidance:** You must assess suitability and support needs before creating a training account. Some modifications exist for apprentices and trainees (see page 14 of the [UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/uan-guidelines)).

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| --- |
| RTO response to Support Standard 1.4 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### What is your process for assessing suitability and support needs?

**Guidance:** The [UAN Suitability and Support Needs Assessment Guide](https://providers.skills.sa.gov.au/file/tools/suitability-and-support-needs-guide) outlines the seven areas you must address during pre-enrolment. Explain how you find out this information for the seven areas. For example, do you ask the student specific

questions during an interview? Do you get the student to complete activities or self-assessment tools? Do you have other methods?

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| --- |
| RTO response to Support Standard 1.5 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### What evidence do you keep when assessing a prospective student’s suitability and support needs?

**Guidance**: How and where do you record what you found out about the student’s suitability and support needs? This might include answers to interview questions or formal and informal conversations. It could also include training plans and student self-assessment tools. Just ‘ticking off’ the different sections of the [Guide](https://providers.skills.sa.gov.au/file/tools/suitability-and-support-needs-guide) isn’t evidence.

|  |
| --- |
| RTO response to Support Standard 1.6 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### After completing the suitability and support needs assessment, how do you make sure the documented supports are provided and monitored?

**Guidance:** For example, how are the supports discussed with the student? Who organises them? How do you ensure they’re provided to the student at the right time? How are they monitored over the course of the student’s training?

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| --- |
| RTO response to Support Standard 1.7 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### How do you inform prospective students about Success and Wellbeing Services (SWS)?

**Guidance:** You must promote SWS to prospective students as part of the UAN process. This should include putting information in your student handbook and displaying flyers and posters. You can discuss the service during the support needs assessment. You can help to normalise help-seeking by talking about SWS as just another tool in the training toolbox. Please note, you’ll also be asked how you work with your SWS provider/s and promote SWS during training in Standard 3.

|  |
| --- |
| RTO response to Support Standard 1.8 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

# Assessing literacy and numeracy

The steps to assessing literacy and numeracy are covered on pages 5 to 12 of the [*UAN Guidelines*](https://providers.skills.sa.gov.au/file/tools/uan-guidelines).

### When do you assess a prospective student’s literacy and numeracy capabilities? Who is responsible for doing this?

**Guidance:** You must complete the literacy and numeracy assessments before creating a training account. Some modifications exist for apprentices and trainees (see the ‘Are there any modifications?’ section on page 14 of the [UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/uan-guidelines))

|  |
| --- |
| RTO response to Support Standard 1.9 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### What are the conditions you set for conducting the literacy and numeracy assessments?

**Guidance:** Where and how do you conduct the literacy and numeracy assessments? Who supervises the prospective students during the assessments? Please note, supervision and other requirements are covered on pages 22 and 23 of the [UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/uan-guidelines).

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| RTO response to Support Standard 1.10 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### What Australian Core Skills Framework (ACSF) Exit levels for reading and numeracy (and, where you assess it, writing) do you set for each of the subsidised courses you deliver?

**Guidance:** At a minimum, you must initially assess a potential student’s reading and numeracy skills using either the Snapshot Reading and Numeracy Indicator (SRNI) or the Core Skills Profile for Adults (CSPA). At a minimum, the student must be at ACSF Exit level 2 for both reading and numeracy. You can set the ACSF Exit levels higher for a course if you decide it’s needed. You can also choose to assess writing capabilities. Page 6 of the [UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/uan-guidelines) provides more details.

When filling out the table below, you can add more rows as needed. You can also group every course with the same ACSF Exit levels together in one entry. If you use the same ACSF Exit levels for all your courses, write “All courses” in the “course code and name” box and list the assessment tool and ACSF Exit levels you use.

***Once you have populated the table below:***

* + - *If you use the SRNI as your initial assessment tool, go to 1.12.*
    - *If you use the CSPA as your initial assessment tool, go to 1.13.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RTO response to Support Standard 1.11 | | | | |
| **Course code and name** | **Initial assessment tool used (SRNI or CSPA)** | **Reading ACSF Exit level** | **Numeracy ACSF Exit Level** | **Writing ACSF Exit level (where assessed)** |
|  |  |  |  |  |
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| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | | | | |
| Skills SA commentary | | | | |
| Skills SA commentary will be added here. | | | | |

### What are your next steps if the SRNI result is ‘further assessment needed’ for a prospective student’s reading and/or numeracy assessment?

**Guidance:** The SRNI doesn’t provide detailed results. It’s only an indicator of whether a person is at ACSF Exit level 2. You must use the CSPA to further assess a person’s capabilities if they don’t meet ASCF Exit level 2. Explain how you discuss the SRNI results with the potential student; when they undertake the further assessment using the CSPA; and who makes sure it occurs. Page 6 of the [UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/uan-guidelines) has more information if you need it.

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| --- |
| RTO response to Support Standard 1.12 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### What is your process when CSPA assessment results need to be interpreted?

**Guidance:** A Skills SA-approved literacy and numeracy specialist must interpret the CSPA assessment results for anyone who doesn’t meet the minimum ACSF Exit levels set by Skills SA or your RTO.

How do you ensure the interpretation of CSPA assessment results is undertaken? How do you ensure the interpretation process is tailored to the student’s individual needs? Explain who you use to interpret the results, what information you provide to the interpreter, and what discussions occur to ensure the interpretation is individualised to the student and the course? Please review page 11 of the [UAN Guidelines](https://providers.skills.sa.gov.au/file/tools/uan-guidelines) to ensure you meet Skills SA requirements.

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| RTO response to Support Standard 1.13 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### What is your process once a CSPA interpretation report is completed for a prospective student who didn’t meet the minimum ACSF Exit level/s required?

**Guidance:** Students must accept foundation skills support recommended by the literacy and numeracy specialist. If they don’t, they will not be eligible for subsidy for their course.

Explain when and how you discuss this with the student. Describe who organises access to foundation skills supports. Include who you use for the supports you don’t deliver yourself. Include how you make sure the student uses these supports when they are meant to.

|  |
| --- |
| RTO response to Support Standard 1.14 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

# Support Standard 2, Understanding and supporting South Australian students

Support Standard Outcome: You have a strong and up-to-date understanding of your South Australian student group/s. You offer flexible training and assessment that works for all your students. This reduces the need for individual adjustments.

# Before you begin

## Definition

**Accommodations** are planned, flexible supports that respond to a range of different needs. Students can choose to use accommodations if needed, or if set criteria are met. These options reduce the need for trainers to make up new solutions each time. This gives students confidence that there is flexibility to meet their diverse needs. An example is providing more time for assessments based on set criteria. Another is making extra tutor time available for any student who needs it.

Adjusting class schedules to respond to known constraints of your typical student groups is also an accommodation.

## Review these documents and resources

We’ve put together a list of resources describing learning and thinking differences that might be present in your South Australian student groups.

* Supporting neurodiverse students – [Tips for Career Practitioners: How to support neurodivergent students | ADCET](https://www.adcet.edu.au/resources/cdl-hub/cdl-for-neurodivergent-tertiary-students/tips-for-career-practitioners-how-to-support-neurodivergent-students)
* ADHD educational adjustments – [Educational Adjustments For Students With ADHD | Australian ADHD Clinical Practice](https://adhdguideline.aadpa.com.au/adhd-educational-adjustments) [Guideline](https://adhdguideline.aadpa.com.au/adhd-educational-adjustments)
* Neurodiversity – [Neurodiversity | DACSSA](https://dacssa.org.au/diversity/neurodiversity)
* Autism – [What is autism | The Spectrum](https://thespectrum.org.au/autism/)
* ADHD – [Understanding ADHD | ADHD Foundation Australia](https://adhdfoundation.org.au/understanding-adhd)
* Dyslexia – [Dyslexia, Dysgraphia and Dyscalculia? | Australian Dyslexia Association](https://dyslexiaassociation.org.au/support/dyslexiadysgraphia-and-dyscalculia/)

# Support Standard 2 Questions

### What are the demographics of your South Australian student group/s?

**Guidance:** For example, do you deliver training to both school students and adult learners? Do your student groups differ by course? What other differences are there? For all your student groups you must describe their age, sex, and employment status. Explain if any of your student groups have noticeable numbers of: students with disability (even if they don’t have a diagnosis); students who don’t speak English as their first language; First Nations students; apprentices and trainees; VET for school students: rural or remote students; or any other noticeable groups.

If the demographics are the same across your courses, you don’t need to repeat your answer for each course. We’re only looking for the key differences.

|  |
| --- |
| RTO response to Support Standard 2.1 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### What are the typical learning barriers you have identified within each student group/s?

**Guidance:** Learning barriers are issues that may affect a student’s learning. Research shows there are some students in every student group with learning barriers. This is true no matter who the student groups are. This includes employees well into their careers, trainees just starting out, or people who are new to study entirely. Examples of learning barriers include low study skills and low literacy or numeracy levels. They might also include English as a second language or the impact of a disability. Other barriers include time constraints, financial difficulties, family issues or caring responsibilities, and competing employment demands. There are many others that have not been covered here, ensure you list what is applicable to your RTO. Include barriers identified at any point, during the UAN or during training.

|  |
| --- |
| RTO response to Support Standard 2.2 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### Have you observed learning and thinking differences in some of your student groups that impact their learning?

**Guidance:** The most common and well-known learning and thinking differences are dyslexia, autism spectrum disorder and attention deficit hyperactivity disorder (ADHD). There are a range of others. These differences are also known as neurodiversity. Learning and thinking differences are lifelong challenges. They can affect how people learn, work, and handle daily tasks. They are caused by the way the brain processes information. However, they do not affect intelligence. People with these differences can be equally successful in training and work. It’s important to note that students who show signs of these differences may not have a formal diagnosis.

RTOs are not expected to be experts at identifying these differences. Because these differences affect the way that students learn, VET educators need to be aware of them. Knowing what these thinking and learning differences look like can also help you to notice when a referral for support might be needed. The resources listed at the start of Standard 2 provide more information on the kinds of signs to look out for. They also provide some strategies to support students in their learning.

|  |  |
| --- | --- |
| RTO response to Support Standard 2.3 | |
| Have you noticed students who have exhibited signs of thinking and learning differences (neurodiversity)? | *Enter your response here* |
| Have you put any strategies in place to support these students? If so, what are they? | *Enter your response here* |
| What strategies do you plan to use if you recognise that you have neurodiverse students in the future?  *You can refer to the strategies included in the resources above, or other strategies.* | *Enter your response here* |
| You may not always know if you have neurodiverse students. How could you create a neurodiverse friendly learning environment?  *You can refer to the strategies included in the resources above, or other strategies.* | *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | |
| Skills SA commentary | |
| Skills SA commentary will be added here. | |

### What sources of information do you use to make sure you understand your student group/s?

UAN outcomes Enrolment data AVETMISS data

Referrals to Success and Wellbeing Services (SWS) Numbers of complaints

Withdrawals or deferrals Retention and completion rates

Information sharing opportunities (such as meetings and professional development) Trainer observations shared at meetings

Other

If you have selected Other, please describe the information you collect in the RTO submission box below.

|  |
| --- |
| RTO response to Support Standard 2.4 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### How do you use the information you collect to tailor the supports you make available to all your students?

**Guidance:** For example, you might regularly review the information and update your supports based on any patterns you notice. You could also talk about the information in team meetings to find ways to improve. You may use the information in other ways. Don’t list your supports here – they’re covered in questions 2.6 and 2.7.

|  |
| --- |
| RTO response to Support Standard 2.5 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### How do you make sure that students have choices in how they receive training and are assessed?

**Guidance:** You must, under the RTO Standards, provide a range of delivery and assessment methods. How do you ensure your students have choices that best suit each student’s learning style or needs? Focus on how you reduce the need for individual adjustments. When responding to this question, think about: Do you offer choice of different learning modes? For example, face-to-face, online, and blended mode learning.

Within the evidence requirements and assessment conditions of the course, how do you offer choice? How do you offer a range of assessment options for students to choose from to demonstrate their competence? This might include written responses, pre-recorded video presentations, live presentations, or practical demonstrations. Or do you allow your students to negotiate how they will demonstrate their competence?

The key here is the provision of choice for all students, not individual adjustments for some.

|  |
| --- |
| RTO response to Support Standard 2.6 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### What are the supports (accommodations) you offer that are available to all students during training?

**Guidance:** At a minimum, you must provide the supports (accommodations) listed in the table below. Some other examples of supports include recordings of lectures and access to quiet study spaces and facilities. You may have other supports that you’ve put in place because of the barriers and needs of your student groups. You can list these under ‘other supports’ in the table below.

|  |  |
| --- | --- |
| RTO response to Support Standard 2.7 | |
| **Support** | **RTO description** |
| One-on-one or small group tutoring, at no cost to the student, outside of class | *Enter your response here* |
| Make-up classes | *Enter your response here* |
| Extensions to assessments | *Enter your response here* |
| Re-assessments | *Enter your response here* |
| Taking leave from a course | *Enter your response here* |
| Other supports | *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | |
| Skills SA commentary | |
| Skills SA commentary will be added here. | |

# Support Standard 3, Developing and delivering individual supports

Support Standard Outcome: You recognise and address the individual support needs of students. You ensure staff are aware of, and can refer students to, external support services.

# Before you begin

## Review these documents and resources

Your response should be based on the requirements contained in these documents.

* The Skills SA [Success and Wellbeing Services web page](https://providers.skills.sa.gov.au/success-and-wellbeing-services)
* The [SWS Partnership Agreement](https://providers.skills.sa.gov.au/tools/success-and-wellbeing-services-partnership-agreement), which details the services funded by SWS, the requirement for you to promote SWS, and the partnership expectations between you and your SWS provider/s.
* The [UAN Suitability and Support Needs Assessment Guide](https://providers.skills.sa.gov.au/file/tools/suitability-and-support-needs-guide), which lists the minimum suitability and support needs you must assess during the UAN
* The Skills SA [Caring for your wellbeing web page](https://mytraining.skills.sa.gov.au/support/your-wellbeing), which includes links to key urgent and crisis care services
* The South Australian Government’s [Crisis helplines and support website](https://www.sa.gov.au/topics/emergencies-and-safety/crisis-helplines-and-support), which includes links to key urgent and crisis care services, including those for specific groups and issues.
* The South Australian Government’s [SACommunity](https://sacommunity.org/) website provides information and links to a range of community support organisations.

## Definition

Urgent and crisis care services are typically accessible 24/7 to support people in crisis. Mental health and physical safety are generally the focus. This can include, for example, suicide prevention support, support for a mental illness episode or domestic violence. RTOs must not refer students to SWS in place of an urgent or crisis care service, as SWS may not be immediately available. However, RTOs can make a supported referral to SWS after a crisis or urgent care service referral/ intervention.

# Support Standard 3 Questions

### Do you have a current Success and Wellbeing Services (SWS) partnership agreement?

Yes  No

**Guidance:** If you answered no, you need to enter into an SWS Partnership Agreement. You can enter into one or more Partnership Agreements. You must do this after Skills SA approves your self-assessment. Where you don’t have an SWS Partnership Agreement, please respond to the questions below by describing what you plan to do.

### How do you work with your SWS provider/s?

**Guidance:** Your obligations are in your SWS Partnership Agreement. At a minimum you must describe how you meet the obligations listed in the table below.

|  |  |
| --- | --- |
| RTO response to Support Standard 3.2 | |
| **SWS Partnership Agreement obligation** | **Description of how RTO meets this obligation** |
| Actively refer eligible students to SWS | *Enter your response here* |
| Support eligible students to self-refer | *Enter your response here* |
| Timely responsiveness to SWS in supporting individual students | *Enter your response here* |
| Agree to in-class SWS support for students wherever practicable | *Enter your response here* |
| Ensure SWS is provided with a space where privacy and confidentiality can be maintained when meeting with students on site at your RTO | *Enter your response here* |
| Ensure all RTO staff know who your SWS provider is and understand the Partnership Agreement | *Enter your response here* |
| Ensure trainers are educated on what SWS is, what it can do, how it can help your students and how to refer | *Enter your response here* |
| What other ways do you actively partner with your SWS provider? | *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | |
| Skills SA commentary | |
| Skills SA commentary will be added here. | |

### How do you actively promote SWS to your students during their training?

**Guidance:** This question is about the period after training has started. This is in addition to promoting SWS during your UAN process and including information about SWS in your student handbook.

The way you promote the service and how often you talk about it has a big impact on whether students are likely to seek help. Do all your trainers understand what SWS is and how it can help so they can explain it clearly to your students? Do you promote the value of the service and how it can help? Do you talk about it in a way that encourages students to seek help as a normal part of their

training experience? Do you tell students the service is confidential and free? How do you make sure students know how to access SWS, including the contact details of your SWS provider?

Promotion must include providing a face-to-face (either online or in person) introduction to your SWS provider for all students early in their course. We suggest you invite your SWS provider to attend information and/or induction sessions at the start of each course.

If you have rolling intakes, you can work with your SWS provider to schedule a time at regular intervals. This would capture all students who started with you in the past 1-3 months.

At a minimum you must actively promote SWS to your students at least twice during their training.

If you promote more often than this, you can add that information in response to ‘other promotions’.

|  |
| --- |
| RTO response to Support Standard 3.3 |
| Promotion 1  *Enter your response here* |
| Promotion 2  *Enter your response here* |
| Other promotions  *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### How do you make sure your students know who they can talk to about non-training related issues?

**Guidance:** You must have at least one staff member who students can talk to about non-training related issues. This person must have knowledge of external support services. This support is in addition to that provided by your SWS partner. If there is more than one staff member who performs this role, include this information below.

|  |  |
| --- | --- |
| RTO response to Support Standard 3.4 | |
| How do you make sure the identified staff member is readily available to students? | *Enter your response here* |
| How does this staff member keep abreast of what urgent or crisis care services are available in South Australia? | *Enter your response here* |
| How does this staff member make sure they know the current way to refer students to these services? | *Enter your response here* |
| How do you remind students, at least twice during the students’ training, that they can contact this staff member? | *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | |
| Skills SA commentary | |
| Skills SA commentary will be added here. | |

### How do trainers identify and respond to support needs as these come up during training?

**Guidance:** Individual students may need individual responses to their support needs. This is not about disability, which you will be asked about in Standard 4. At a minimum, respond to each of the questions below. The last question provides an opportunity to add any other actions you take.

|  |  |
| --- | --- |
| RTO response to Support Standard 3.5 | |
| How you look out for support needs during training? | *Enter your response here* |
| How do you put support strategies in place after identifying support is needed? | *Enter your response here* |
| How and where do you record the needs identified and the supports being provided? | *Enter your response here* |
| How do you track the effectiveness of the supports for the rest of the student’s training? | *Enter your response here* |
| How do you involve the student in these steps? | *Enter your response here* |
| Is there anything else you do that you would like to tell us about? | *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | |
| Skills SA commentary | |
| Skills SA commentary will be added here. | |

# Support Standard 4, Disability access

Support Standard Outcome: You make sure support is available for students with disability. You have processes in place whether or not you currently have students with disability.

# Before you begin

This standard is about how you plan for and respond to the individual needs of students with disability. This includes making individual reasonable adjustments if needed. This is different to providing accommodations. You should have covered accommodations in your answers to Standard 2.

## Definitions

**Accommodations** are planned, flexible supports that respond to a range of different needs. Students can choose to use accommodations if needed, or if set criteria are met. These options reduce the need for trainers to make up new solutions each time. This gives students confidence that there is flexibility to meet their diverse needs. An example is providing more time for assessments based on set criteria. Another is making extra tutor time available for any student who needs it.

Adjusting class schedules to respond to known constraints of your typical student groups is also an accommodation.

Reasonable adjustments are supports that respond to the specific needs of a student with disability. They must be developed in consultation with the student. An example is providing a screen reader for a student with a vision impairment. Another example is developing an agreement for a student with anxiety to take time-out from classes

if needed. Students must receive a copy of the agreed adjustments. Staff members should only be given information about the students’ disability if needed to enable the adjustments, or if the student agrees.

## Helpful documents and resources

We’ve put together a list of documents and resources to help you understand your obligations and meet the needs of students with disability:

* [Disability Standards for Education 2005](https://www.education.gov.au/disability-standards-education-2005)
* [Australian Disability Clearinghouse for Education and Training (ADCET)](https://www.adcet.edu.au/) is a good starting point to find further information, including useful webinars and articles on supporting and teaching students with dyslexia and mental health issues. The ADCET website includes a range of links to assistive technology, podcasts, and other resources on these topics.
* [Providing quality training and assessment services to students with disabilities](https://www.asqa.gov.au/resources/fact-sheets/providing-quality-training-and-assessment-services-to-students-with-disabilities)
* [Reasonable Adjustment in teaching, learning and assessment for learners with disability – a guide for VET practitioners](https://www.adcet.edu.au/resource/7383/reasonable-adjustment-in-teaching-learning-and-assessment-for-learners-with-a-disability-a-guide-for-vet-practitioners)
* [Reasonable Adjustments: Specific Learning Disabilities](https://www.adcet.edu.au/students-with-disability/reasonable-adjustments-disability-specific/specific-learning-disability)
* [Reasonable Adjustments: ADCET guide to Reasonable Adjustments and examples for different types of disability](https://www.adcet.edu.au/students-with-disability/reasonable-adjustments-disability-specific)
* [Resource for supporting students experiencing mental health challenges](https://www.adcet.edu.au/students-with-disability/reasonable-adjustments-disability-specific/mental-health)

# Support Standard 4 Questions

### How do you make sure all staff know their responsibilities under the Disability Discrimination Act Disability Standards for Education (2005)?

**Guidance:** For example, you may include information on the Disability Standards in your induction for all new staff. Induction may include a quiz to make sure staff understand the information. You may ensure staff refresh their knowledge, or learn about changes, through professional development.

|  |
| --- |
| RTO response to Support Standard 4.1 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### During training, how do you make it easy for students to talk about their disability?

**Guidance:** At a minimum, in your Student Handbook you must explain reasonable adjustment and the process you have in place to allow reasonable adjustments to be made. You must also remind students at least twice during training that they can confidentially disclose disability at any time. Additionally, you may do things such as pin up flyers showing who students can talk to about a disability, have your trainers explain what reasonable adjustment is to their student groups, and remind students about how they can disclose disability during their training.

|  |
| --- |
| RTO response to Support Standard 4.2 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### During training, how do you plan reasonable adjustments for each student who needs them? How do you involve them in the process?

**Guidance:** For example, you may invite the student to a meeting to discuss their needs and what you can put in place. You may offer for the student to include a support person in the meeting. You may discuss when the student will need the adjustments and by what date they will be in place. You may agree when to review their effectiveness. You may also agree on the best way for the student to report any issues with the supports, or any changes to their needs.

|  |
| --- |
| RTO response to Support Standard 4.3 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### During training where do you record agreed reasonable adjustment plans? How do you make sure you keep them confidential?

**Guidance:** For example, you may record agreed adjustments in the student’s file. How do you make sure only those who need to know details of the disability have access to that information? Do you identify specific staff members to manage agreements and keep them confidential?

|  |
| --- |
| RTO response to Support Standard 4.4 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

### After making a plan for reasonable adjustment, how do you make sure that you provide and monitor the supports?

**Guidance:** For example, you may inform the student when the adjustments will be implemented by, and by whom. You may also schedule a review point to discuss with the student whether any changes are needed.

|  |
| --- |
| RTO response to Support Standard 4.5 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

# Support Standard 5, Professional development

Support Standard Outcome: You regularly complete professional development to address the specific support needs of students in South Australia.

# Before you begin

This standard is about professional development (PD) undertaken in the past 12 months. The PD must be about the needs of your student group/s (as identified in standard 2). PD to prepare for anticipated student needs or to increase inclusive practices is also relevant. Unless it’s relevant, don’t include PD to meet the standards for trainers under the Standards for RTOs, or PD completed to support interstate students.

Some common barriers faced by VET students often go unidentified and unsupported. This leads to high rates of withdrawal or non-completion. Some of these barriers include mental health issues and learning difficulties (like dyslexia). Training providers will need to ensure that by 24 February 2026 staff undertake and keep current PD in the Mandated PD areas described below.

## Mandated PD

**Mental Health First Aid (MHFA).** You must ensure that at least one staff member maintains currency in MHFA or a Skills SA-approved equivalent. MHFA does not teach people how to be therapists. MHFA trains people in how to provide initial help when someone is in a crisis. It also provides ways to guide a person towards appropriate treatments or support.

**Dyslexia**. You must make sure at least one trainer per year undertakes PD to support success for students with dyslexia. The PD should help trainers develop relevant teaching and learning strategies and supports. This PD must be delivered by experts in the field.

**Universal Design for Learning.** You must make sure at least one trainer per year undertakes PD in Universal Design for Learning (UDL). UDL is a method of designing training materials and delivery methodologies that take account of different needs. This includes students with disability.

Have a look at the [professional development requirements](https://providers.skills.sa.gov.au/professional-development-requirements) webpage for further information.

## Helpful documents and resources

We’ve put together a list of resources to help you meet your PD obligations.

* [ADCET](https://www.adcet.edu.au/) is a good starting point to find further information on PD to better support students with disability. This includes useful webinars and articles on supporting and teaching students with dyslexia and mental health issues.
* [Mental Health First Aid Australia](https://www.mhfa.com.au/) is a national not-for-profit health promotion charity focused on mental health training and research. They offer MHFA focused on a range of groups. There are also many other providers of MHFA available for you to access.
* [SPELD SA](https://speldsa.org.au/) provides specialised services in the areas of specific learning difficulties (SpLD including dyslexia) and good teaching practices and run a PD workshop on supporting adult students with SpLD.
* [Opening all options](https://www.adcet.edu.au/oao) is a comprehensive resource for teaching staff to support students with Specific Learning Disabilities (SpLD), including dyslexia.
* [Universal Design for Learning](https://www.adcet.edu.au/inclusive-teaching/universal-design-for-learning) is an approach to teaching and learning that aims to provide equal opportunities for all students, regardless of their abilities, backgrounds, or preferences.

# Support Standard 5 Questions

### Provide a list of the PD completed by your staff in the past year. The PD must address the learning barriers and learning and thinking differences of your South Australian students, as identified in standards 2 and 4. It may also include PD that supports anticipated needs or increases inclusive teaching practices.

**Guidance:** When populating the “Role/s of staff attending PD” column, aggregate staff into broad role types (for example, trainers, administrative staff). You can add more rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| RTO response to Support Standard 5.1 | | | |
| **Professional development activity** | **Month completed** | **Role/s of staff attending PD** | **Learning difference or barrier addressed** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | | | |
| Skills SA commentary | | | |
| Skills SA commentary will be added here. | | | |

### Has at least one relevant team member completed the mandated PD?

|  |  |  |
| --- | --- | --- |
| RTO response to Support Standard 5.2 | | |
| **PD requirement** | **Completed** | *If no, please outline the plan for at least one staff member to undertake the mandated PD by 24 February 2026. Include the name of the training provider and the proposed date/s for the training.* |
| MHFA (or equivalent) certification | Yes  No |  |
| Dyslexia training (or more advanced or refresher) | Yes  No |  |
| Universal Design for Learning (or more advanced or refresher) | Yes  No |  |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | | |
| Skills SA commentary | | |
| Skills SA commentary will be added here. | | |

* 1. How did the PD outlined in this standard benefit your organisation?

**Guidance:** For example, was the mandated PD relevant to the barriers and differences experienced by your student group/s? Did the PD inform any changes or improvements to your teaching, assessment and support strategies?

|  |
| --- |
| RTO response to Support Standard 5.3 |
| *Enter your response here* |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year |
| Skills SA commentary |
| Skills SA commentary will be added here. |

* 1. What other PD could Skills SA provide that would help you support your students?

|  |
| --- |
| RTO response to Support Standard 5.4 |
| *Enter your response here* |

# Support Standard 6, Procedures

## Support Standard Outcome: You have procedures that demonstrate compliance with each support standard.

### List your procedure/s that demonstrate compliance with each support standard.

**Guidance:** If you have multiple procedures per standard, list them as dot points. Include the next review date for each procedure.

|  |  |  |  |
| --- | --- | --- | --- |
| RTO response to Support Standard 6.1 | | | |
| **Support Standard** | **Procedure Title** | **Date of next review** | **How do you promote the processes or services described in your procedures to students?** |
| 1. Upfront assessment of need |  |  |  |
| 2. Understanding and supporting South Australian students |  |  |  |
| 3. Developing and delivering individual supports |  |  |  |
| 4. Disability access |  |  |  |
| 5. Professional development |  |  | N/A |
| ***Skills SA review outcome***  Approved  More information required  For inclusion next year | | | |
| Skills SA commentary | | | |
| Skills SA commentary will be added here. | | | |

### Do you have any feedback about the self-assessment process?

The updated self-assessment form was released on 24 February 2025. We welcome your feedback on the new self-assessment form and student support standards. The feedback will be used to inform future revisions to the self-assessment process.

Do you have any feedback? Yes  No

If you do have feedback, would you be happy for Skills SA to contact you? Yes  No

|  |
| --- |
| RTO Feedback |
| *Enter any feedback you would like to provide here* |

For Skills SA use

|  |  |  |  |
| --- | --- | --- | --- |
| Submission |  |  |  |
| Date |  |  |  |