



VET Student Support Outcome Standards 2.1 and 2.2

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What will be discussed...

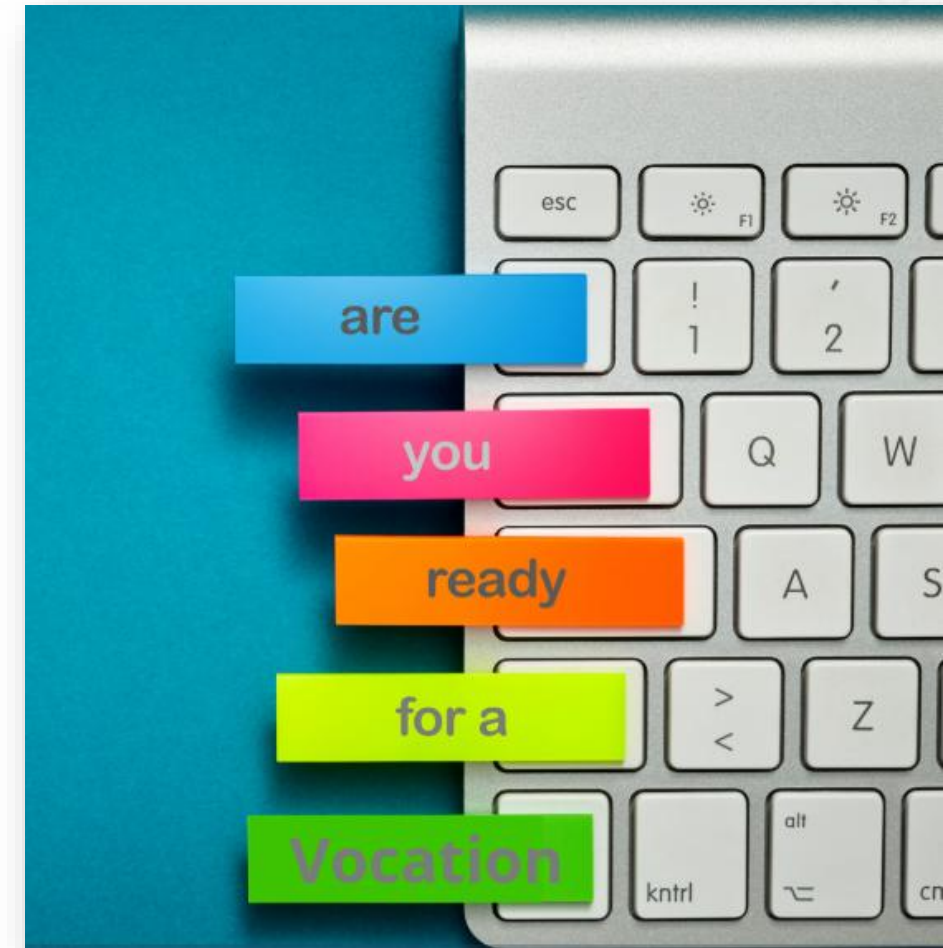
Today's session focusses on helping RTOs understand their responsibilities in relation to Outcome Standards 2.1 and 2.2 in the Registration Standards 2025.

- The process of enrolment
- RTO's responsibilities to provide clear, accurate and current information
- The type of information students expect from RTOs (including support and wellbeing)
- How to ensure training product suitability for students
- Case studies and summary questions
- Useful resources
- Questions **Menti code 3681 9545**



Intent of Outcome Standards 2.1 and 2.2

The intent of Outcome Standards 2.1 and 2.2 is that students can make **informed choices** **prior to enrolment**, and the RTO has mechanisms in place to **advise** students on whether a training product is suitable for them (based on their learning needs and circumstances, and existing skills and competencies).



Example of Simplified Enrolment Process

01



**Student or
Employer
Enquiry**

02



**Student
Assessment
of Pre-
enrolment
Information
and Course
Requirements**

03



**Application
for Enrolment
Submitted to
the RTO**

04

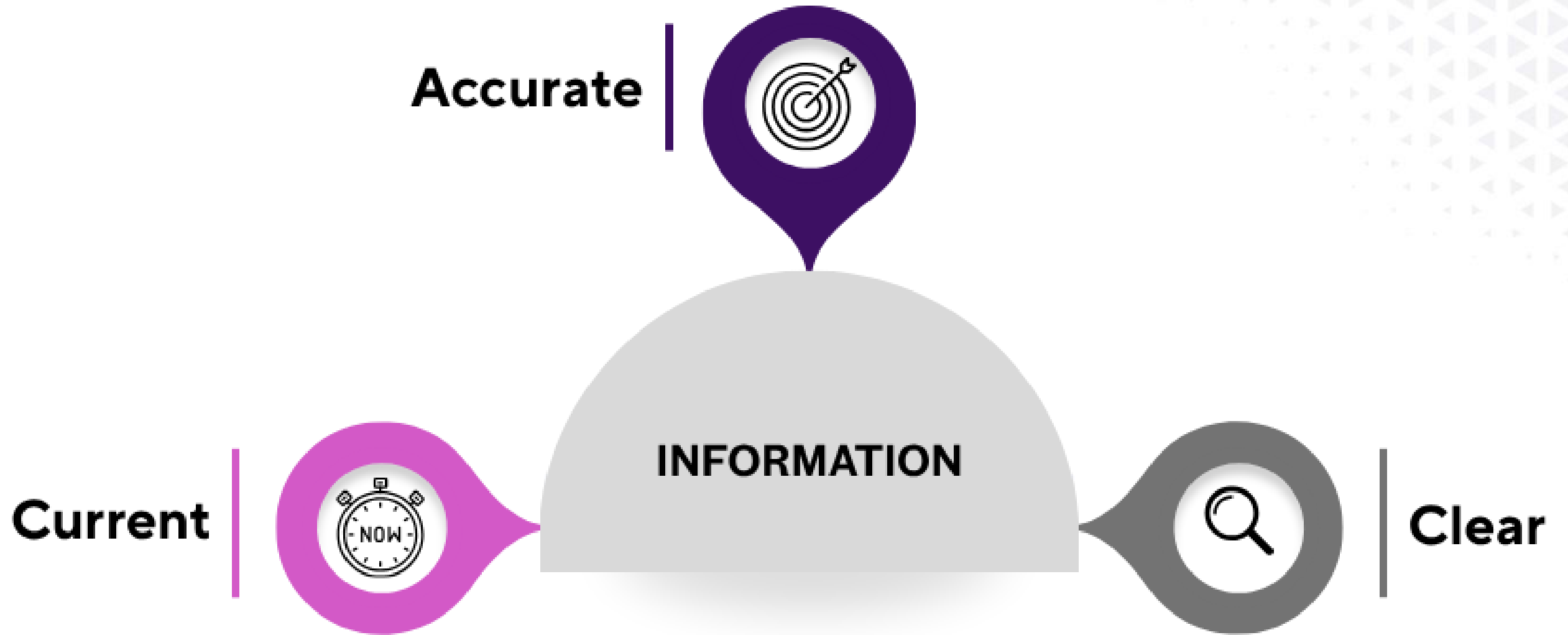


**Confirmation
of Successful
Application
and
Acceptance**

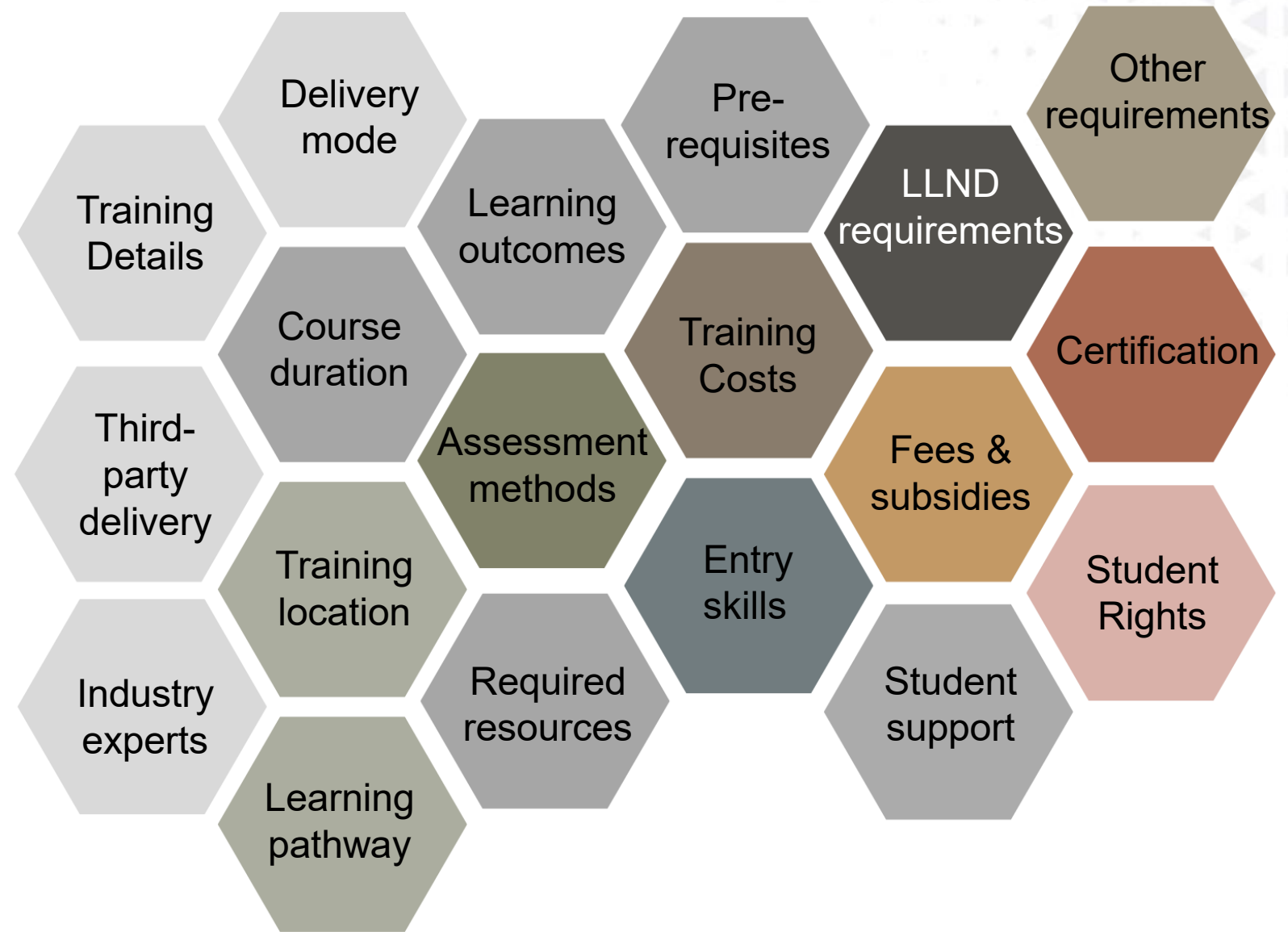
05



**Commence
Training**

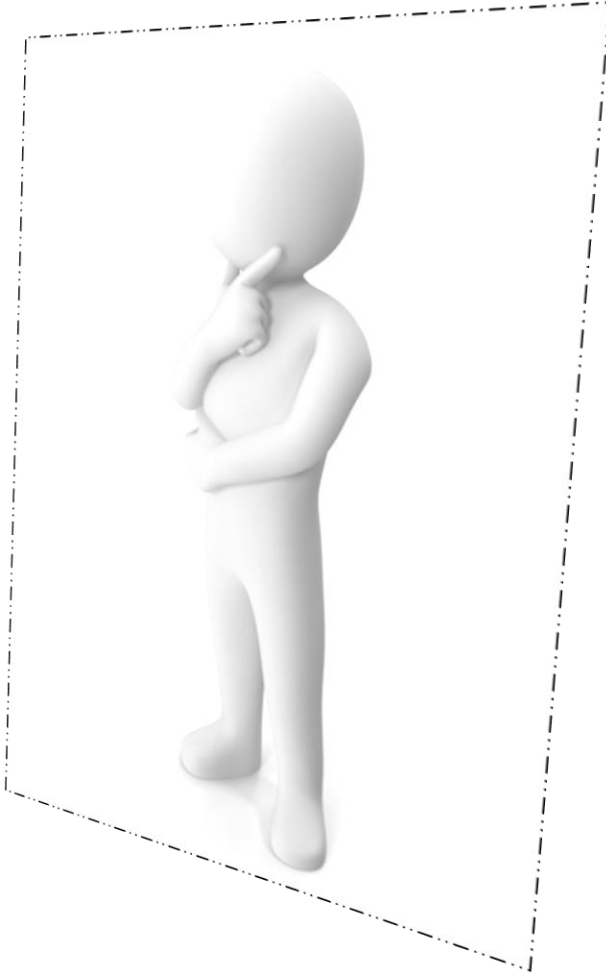


Pre-enrolment Information





What does your RTO have in place?



- Will depend on the size, operating context and student cohort of the RTO
- A dedicated person(s) or assigned job tasks to review marketing materials or ensuring it is part of a current staff members job description
- Administrative or marketing team or part of a role to ensure ongoing quality information is available
- Using proof-reading tools for accuracy and grammar
- Setting up work processes that automatically trigger checks at different stages of information design
- Creating calendar appointments or use a scheduling tool that incorporates regular dates for checking information

Managing Change

Proactive communication with students is the key to building trust and confidence. It reduces uncertainty and can help build lasting relationships. RTOs, regardless of whether they are public, private or enterprise-based, should adopt a transparent communication style when informing students of changes that affect them!



Case Study 1



BBD Training delivers the Diploma of Leadership and Management which is delivered part-time over 2 years. The qualification has been updated to reflect the introduction of artificial intelligence into management practices and new core and elective units have been endorsed and made available.

The qualification has been deemed non-equivalent.

The RTO has 10 students enrolled in this qualification and the RTO currently has a 12-month window to transition students.

What process might the RTO adopt to ensure students understand the changes and whether the changes will impact them and their ability to successfully complete the new qualification?

- A qualified trainer/assessor reviews the units of competency within both qualifications to determine any equivalencies.
- Create a list from the student management system of all students affected by the change.
- Prepare written communication for students, informing them of the change, how they are affected and inviting them to meet with relevant personnel to discuss impacts and implications.
- Develop a mapping document which outlines the changes required for them complete the new qualification and provide a copy to each student.
- Enrol the student in the new qualification and provide a timetable to the student for successful completion.

Suitability of Training Product



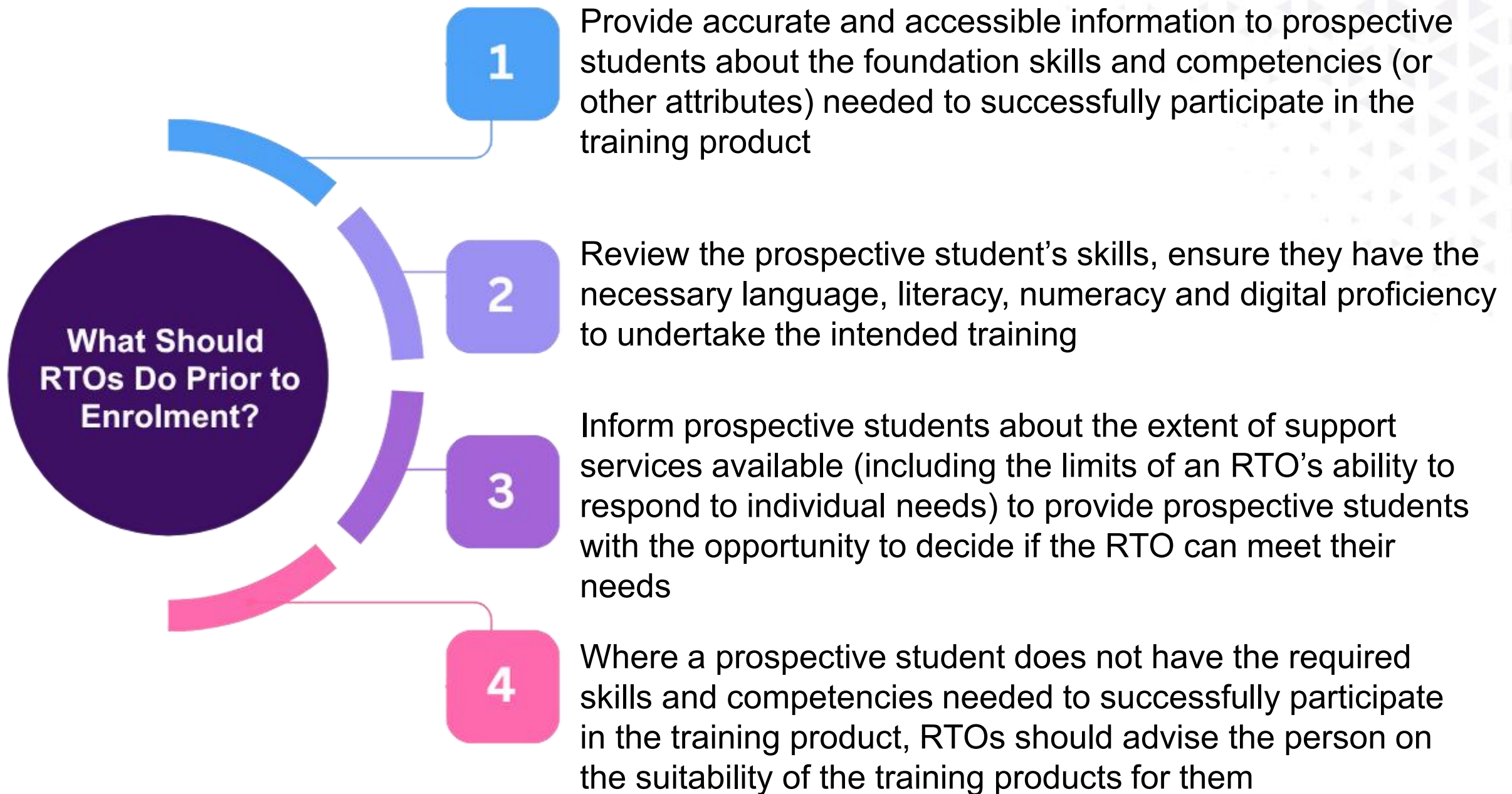
Procedure to
review skills/
competencies
and LLND



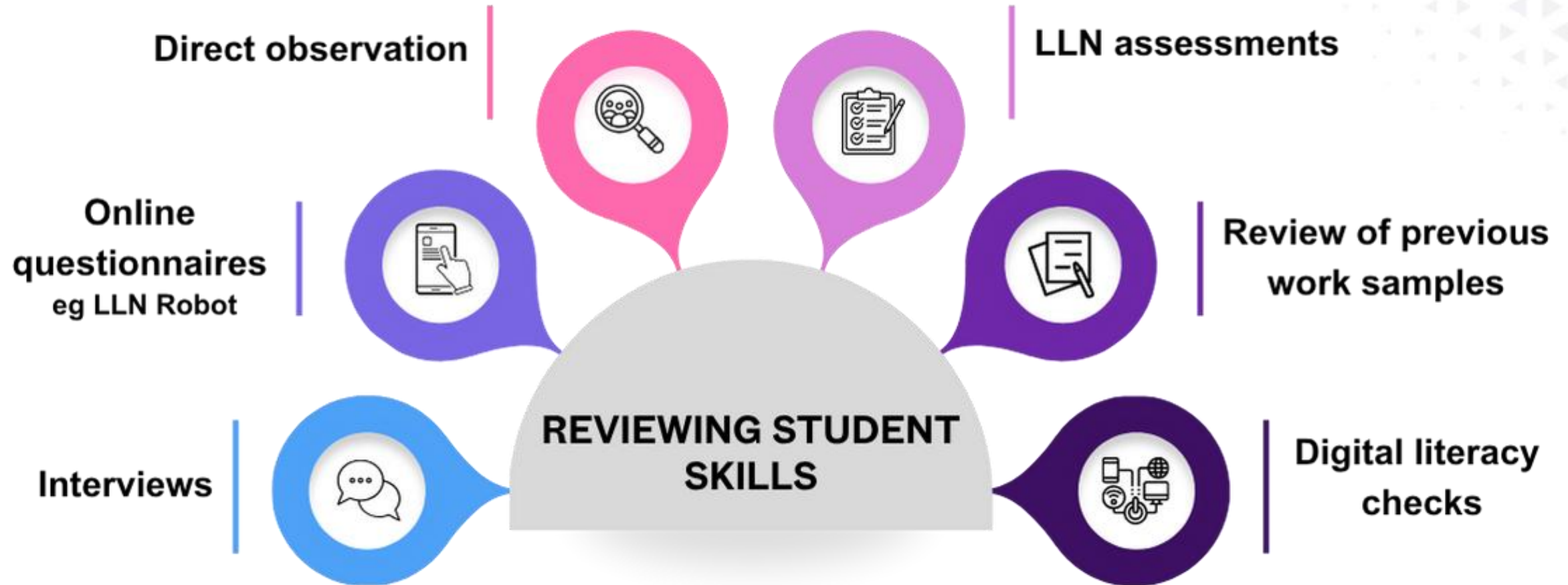
Process for how
students are
informed of
RTO decision



Mechanism for
advising
students of
suitability



Review the Prospective Student's Skills



The depth of any review (of a student's skills) should reflect the nature of the training!



Developing a Flexible and Inclusive Procedure

Key factors to consider in developing this procedure include:

- student cohort characteristics such as employed, unemployed, previous education, socio-cultural background, disabilities, preferred language and age
- the length and nature of the training program
- whether the student or employer initiated the need for training
- whether it is employment based or institutional based training pathway
- mode of delivery such as classroom, online, workplace including any work placement requirements (mandated or otherwise) or a combination of any of these.

Advice to Students

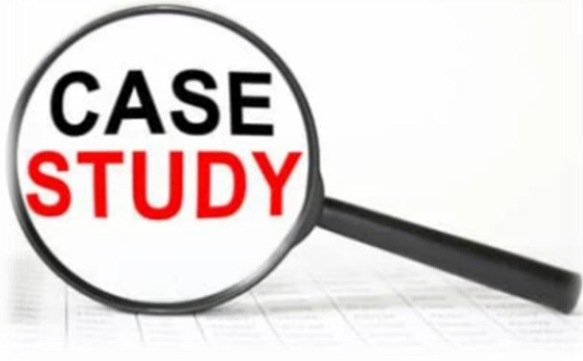


Explanation

Prompt

Concise

Case Study 2



DBD Learning is a private RTO that delivers training to employers in work, health and safety (WHS). The current enrolment process for DBD Learning is face-to-face where potential students complete a hard-copy enrolment form. The details of the program are:

- the student cohort are employed staff members who have some element of WHS within their current role
- the training program will be delivered on the employer's premises, face-to-face over 12 months
- the employer has initiated the training
- the students will be enrolled in a formal qualification at AQF Level 4
- some of the students will already hold VET or university qualifications in technical areas
- it is the employer who is recommending students for entry into the qualification

A Revised Enrolment Procedure

- All students are invited to attend an information session (prior to course commencement) to find out about the course.
- At the information session, students are provided with all the relevant information about the course, and are required to complete a hard-copy, RTO developed questionnaire.
- This questionnaire includes both LLND and a skills quiz. The RTO used the ACSF as the main source document to develop their quiz.
- The questionnaire has been developed at the appropriate AQF level and aims to measure student foundation skills specific to this training product such as research skills, communication skills (written and verbal), risk management and WHS tasks.

A Revised Enrolment Procedure (Cont.)

- This questionnaire also invites students to specify any specific additional support they may require.
- Once students have completed the questionnaire, a trainer/assessor or other appropriate staff member will complete a review providing written feedback.
- Student will decide whether they wish to proceed with enrolment.
- The students complete the formal application for enrolment document which should be completed prior to the first training session.

Case Study 3



First Aid R Us (FARU) is a small RTO that delivers only one unit of competency in First Aid. The current enrolment process is that students enrol online via the RTO's student management system prior to commencement. The details of the program are:

- the students have completed the First Aid unit previously and are completing it again as part of a refresher
- the training lasts one day with some pre-requisite learning required which is digital in nature
- it is often the employer who requests the training on behalf of their employees

A Revised Enrolment Procedure

- FARU has updated its current online enrolment process to ensure a review of student LLND and skills can be undertaken and that no fees are taken in advance of training.
- The new enrolment questionnaire, includes the collation of LLND, skills and national data collection as part of a seamless online process.
- FARU created this questionnaire using the Foundation Skills contained within the unit of competency as their source document along with the DigComp framework. Given that students require digital skills to complete the pre-requisite component of the training, this framework provided valuable information.
- The questionnaire has been developed at the appropriate AQF level and aims to measure student capability in areas such as communication skills (written and verbal), use of first aid equipment, interpreting documents, assessing high risk situations.

- The online system will automatically highlight if a student has challenges meeting the requirements of the unit of competency or assessment requirements.
- Based on the information available, the student may decide not to proceed with the enrolment and may seek information about other suitable training pathways to consider.
- Completed online questionnaires will be provided to members of the student support team or similar prior to training commencement.
- Where any challenges are highlighted, they will be discussed with the student prior to commencement. Successful students will be automatically notified of their suitability onto the course.



Questions

Do RTOs need to create a new procedure that covers Outcome Standards 2.1 and 2.2?

Outcome Standard 2.2 requires RTOs to have a procedure in place that ensures students are advised 'prior to enrolment' about training product suitability. Information contained within Outcome Standard 2.1 is likely to be included within this procedure.

It may be that RTOs already have an existing procedure that can be adapted or alternatively RTOs may wish to develop a new procedure to ensure all requirements of Outcome Standards 2.1 and 2.2 are considered.



Questions

Do RTOs need to undertake an assessment of each student's skills and competencies?

Outcome Standard 2.2 states that taking into account the requirements of the training product a 'review' of skills and competencies should be undertaken. A review involves a critique or evaluation which may be undertaken in different ways e.g. LLN assessments, digital literacy checks, interviews, online questionnaires such as LLN Robot, direct observation or review of previous work samples.

The review should reflect the RTO's operating environment and be in the context of the requirements of the training product.



Questions

Do all RTOs (regardless of their size) need to inform students as to the outcome of the skills review?

Regardless of the size of RTO, each student should be informed as to whether they have been successful in their application to commence training.



Questions

Instructions

Go to
www.menti.com

Enter the code

3681 9545



Or use QR code

References and Resources

- The Registration Standards 2025
- TAC Registration Standards 2025 Hub
 - Outcome Standards 2.1 & 2.2
 - Fact Sheet: VET Student Support: Information, Enrolment and Suitability of the Training Product

wa.gov.au/tac



Feedback


TAC Education Program - VET
Student Support (Outcome
Standard 2.1 & 2.2- 27 Oct 2025



Or use Link: <https://forms.office.com/r/Ws7FKYwZTx>

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