Practice Guide
Pre-enrolment

Overview

This practice guide focuses on how registered training organisations (RTOs) can provide information and support to students to raise their awareness and help them make choices about courses and study pathways. Pre-enrolment can include marketing, information materials and information sessions.

Aspects of pre-enrolment

In general, pre-enrolment includes:

- marketing
- getting in contact with the RTO
- career counselling
- course information
- information about study requirements and supports available
- prerequisites such as interviews/auditions
- application/registration/enrolment forms.

In practice, it may also include any of the following activities:

- seeking information about what adjustments will be required for the student to access the course.
- discussion of inherent requirements
- attendance at information sessions
- completion of enrolment interview checklists.

RTOs must take reasonable steps to ensure that the prospective student is able to seek admission to, or apply for enrolment in, the RTO on the same basis as a prospective student without disability, and without experiencing discrimination.

The Standards for Registered Training Organisations (RTOs) 2015 (Cth) (the Standards) require your RTO to provide clear and accurate information to students before enrolment to allow students to make informed choices.

The Standards make it clear that RTOs are solely responsible for all advertising, marketing and recruitment done on its behalf, regardless of the channel or method used. RTO's must ensure students are provided with clear and accurate information. This is the RTO's responsibility regardless of:

• the medium used to advertise training (including websites and social media)

• how students are recruited

• who is actually providing the information (including education agents and brokers).

RTOs are subject to all relevant consumer protection laws that apply in any jurisdiction where they operate.

RTOs must honour all commitments they make in all marketing materials and must only promote training or assessment for products that are currently within their scope of registration.

RTOs are required to provide clear and accurate information to prospective students before enrolment. This information allows prospective students to make informed choices in deciding whether the RTO, proposed delivery mode and course is suitable for them.

Promoting the delivery of a vocational education and training (VET) course by distance or online learning can be a positive selling point for many learners. However, marketing of the course must indicate any parts of the training or assessment that students would be unable to complete via distance delivery, including where work placement is required. In designing or reviewing marketing materials, RTOs should review their training and assessment strategies to ensure consistency.

Marketing information must also clearly describe any resources or services that a student must provide themselves.

RTOs must also identify any support an individual student needs through pre-enrolment or pre-training checks. When delivering by distance or online, recognise that student needs may differ compared to students learning in a face-to-face environment. RTOs should ensure enrolling students have:

• any underpinning skills or knowledge requirements for the unit

• adequate language, literacy, numeracy and digital skills

• the required resources to learn by distance (which could include access to a suitable computer, compatible operating system, specific software and adequate internet access)

• an understanding of any parts of the training and assessment they are unable to complete via distance delivery

- if applicable, an understanding of how you will provide work placement or conduct assessment in a real or simulated environment.

Students should be provided with accurate and relevant information about:

- courses/qualifications/pathways
- entry requirements
- course fees/payment options
- foundation skills/numeracy and literacy skills
- inherent/industry requirements and reasonable adjustments
- supports and services.

A lack of accurate and relevant information at this time can significantly disadvantage a student.

Supporting disclosure

Students with disability are not obligated to disclose their disability unless they wish to request reasonable adjustments, or their disability is likely to pose a risk to themselves or others.

Having conversations with students to help them self-evaluate whether a course is suitable for them is an important aspect of pre-enrolment.

Make it clear where, how and when someone can identify that they need support or would like to discuss reasonable adjustments.

Many people do not have a diagnosed disability, may not associate their learning needs or requirements as part of disability, may identify differently from the term disability or may choose not to disclose as they may prefer to make use of regular student supports available.

Practice considerations and checkpoints

Are all staff involved in providing pre-enrolment information disability confident? For example, has everyone representing your RTO been trained in *disability awareness*?

- Do you have and implement policies, procedures and practices that support inclusion?
- Is your RTO website accessible? (e.g., alt-text on images, closed captioning, audio description transcripts for all videos, and other alternative formats).
- Are text-to-speech functions enabled on your website?
- Does your RTO website have a statement and/or accessibility guidance?

- On your website (in the first two levels), is there clear information about support for students with disability, including who to talk to about types of support? Is the information about support for students with disability also accessible from other student support pages, such as those targeted to Aboriginal and Torres Strait Islander students, or regional and remote students, to account for intersecting identities?

- Do all marketing/promotional/course information materials use inclusive language and imagery? (e.g., images include a diverse range of learners).

- Are requests for more information about courses accessible? Can you provide this information in alternate formats? (e.g., Rather than just text-based information, do you have videos explaining choices, processes and supports?).

- Are there examples of reasonable adjustments and accommodations on your website, including adjustments to assessments and training?

- Do you ask event partners to ensure venues are accessible?

- Are there details in marketing about the delivery and assessment strategy?

- Is specific licensing or professional registration information associated with a course identified?

- Are physical requirements of courses explained to potential students?

- What special workplace or health and safety issues relate to this course?

- Is it clear when courses can be done part-time or have specific attendance requirements?

- Have you described all on and off-site activities related to the course? (e.g., vocational placement or field trips).

Links to the relevant legislation and standards to meet RTO obligations

Disability Discrimination Act 1992 (Cth) (DDA)

The DDA makes it unlawful to discriminate against a person on the basis of disability in education.

Disability Standards for Education 2005 (Cth) (DSE)

Standards for Enrolment – Part 4: The education provider must take reasonable steps to ensure that the prospective student is able to seek admission to, or apply for enrolment in, the institution on the same basis as a prospective student without disability, and without experiencing discrimination. Enrolment includes marketing, course information, communication and counselling, assessment of learner needs, disclosure, and fees information.

Standards for Registered Training Organisations (RTOs) 2015 (Cth)

Standard 4: Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients. The RTO must provide accurate and accessible information to prospective and current students.

Standard 5: Each learner is properly informed and protected. The RTO must ensure learners are adequately informed about the services they are to receive, their rights and obligations, and the RTO's responsibilities under the RTO Standards.

Please note: RTOs registered by the *Victorian Registration and Qualifications Authority* or the Training Accreditation Council Western Australia may refer to the following websites for requirements specific to you.

Victorian Registration and Qualifications Authority

Training Accreditation Council Western Australia

Benefits

- Student – able to make informed choices.

- Trainers and assessors – provide clear information for staff to have consistent conversation with students about expectations, requirements, pathways and choices.

- RTO – ensures all students have every opportunity to make informed decisions and for the RTO to demonstrate their willingness to create and provide inclusive training.

Training and resources

- *Users' Guide to the Standards for RTOs 2015: Chapter 1 – Marketing and recruitment (Australian Skills Quality Authority)*

- *Guidelines for Inclusive Enrolment Practices*

- *Sharing your disability information while studying*

- *VET Staff Supporting Students with Disability – e-Learning*

- *ASQA's Spotlight On, Series 5 – Marketing and advertising*

Disclaimer

The 'supporting students with disability resources' provide guidance on legislation and policy for Registered Training Organisations (RTOs) regarding vocational education and training for students with disability, but they should not be considered legal advice or impose additional legal obligations. RTOs should seek tailored legal advice to understand their specific obligations. More information on this disclaimer can be found at *adcet.edu.au/vet/disclaimer* or by contacting the *Department of Employment and Workplace Relations*.

adcet.edu.au/vet

Australian Government

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