

# Practice Illustration

## Pre-Enrolment – Informed Choices

### Practice scenario

A student and their career support teacher from school make a pre-enrolment appointment with the registered training organisation (RTO). The prospective student wants to explore opportunities to participate in Veterinary Nursing qualifications. They have been actively involved in the animal rights group at school and volunteer twice a month at the local animal shelter. The student expresses a passion for this type of work.

The prospective student also shares they have a disability that impacts on a range of their physical capabilities. The impact includes limited time standing, limited fine motor control and fatigue after periods of extended concentration. The student states clearly that they have been progressing well at school and anticipates they will complete their final year successfully.

They would like to know what the course demands and requirements are, explore the types of possibilities for their participation, check the reasonableness of their choice to participate in the course, and understand the process for seeking support within the organisation.

### Better practice response

The RTO staff member starts by asking the student about the supports and strategies they currently use. The student explains that they have, over the years, developed a range of strategies and routines that help manage the impact of their disability. The student expresses that, while there have been some adaptations at school, they are a motivated student and haven't experienced too many barriers.

The career support teacher explains that at school they have provided scheduled rest periods throughout each day (e.g., the student leaves class 15 minutes early and takes time out in the student lounge prior to moving to their next class). The student has a height-adjustable desk and chair in each of their allocated classrooms that allows them to work standing up or sitting down. When in the science labs at school where the bench heights are raised, the student uses a height-adjustable stool with a high back. When conducting experiments or fine motor tasks, the student uses a set of tongs,

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a short stick with a hook on the end, and silicone grip gloves to assist them in managing tasks as independently as possible. If there are barriers, the student asks the teacher, education support officer or a peer to assist with the task.

Where possible, learning materials, equipment and resources have been considered and a range of options provided; with the assistance of the teacher, reasonable alternative methods for completing tasks are determined. To date, adjustments have been achievable and ensure that the student can successfully complete tasks. Extensions for submissions have been allocated where necessary, and most written requirements have been completed on the student's laptop.

The RTO staff member notes all of the strategies identified and indicates that many of them will be considered at the time of enrolment. They consult the course information. They highlight that the student has a range of course choices in this area and provide the student with copies of course brochures for four different courses, at Certificate II, III, IV and diploma levels. Each brochure clearly outlines the requirements of the course, including physical expectations.

The RTO staff member explains that at each course level there are different job outcomes, and while each of these courses have some shared units the requirements differ, which should be explored. For example, the lower-level certificates will focus on knowledge and skills to work in the companion animal care industry, such as a pet shop, aquarium, kennel or cattery, or as an assistant dog trainer, pet exerciser or grooming attendant. This work is with small animals and involves health, care and wellbeing support. The higher-level qualifications will focus more on medical and nursing aspects of work that supports veterinarians. These courses will require the ability to carry out medical, surgical and health procedures on large and small animals.

The RTO staff member highlights the different requirements and potential pathways, noting which of the courses can be done full-time or part-time. They encourage the student to carefully review all course information and consider how they will be able to meet the listed requirements. They indicate that there will be a course information session scheduled later in the year and explain that this is an ideal time to come and ask questions with the specific trainers/assessors who deliver the course. The RTO staff member emphasises the value of gathering as much information as possible and exploring possible ways to meet the requirements to support an informed course choice.

## Action and Evidence

RTOs must ensure they provide accurate and accessible information about their training products, processes and services to inform prospective and current students. They must also be responsive to learner needs throughout the learning journey, including enrolment and admission. Additionally, the RTO must take reasonable steps to ensure that the prospective student is able to seek admission to, or apply for, enrolment on the same basis and without discrimination. In this scenario, the RTO has worked with the student and their associate to explore all possible pathways to admission and the potential considerations and barriers for participation in the course. In this way, the

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RTO has ensured that the student has all the relevant information needed to make an informed choice prior to enrolment.

**Please note:** Every student's particular circumstance will be unique, and the illustration of practice is indicative and offered as guidance only.

[Australian Skills Quality Authority - Self-assurance \(examples of actions and evidence\)](#)

## **Links to the relevant legislation and standards to meet RTO obligations**

[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 1:** The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses. The RTO must support students and respond to individual learner needs.

**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](#)

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## 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](http://adcet.edu.au/vet/disclaimer) or by contacting the [Department of Employment and Workplace Relations](#).