Practice Illustration
Pre-Enrolment – Exploring Pathways

Practice scenario

During a pre-enrolment interview, a prospective student expresses their interest in the Game Art course. The student and their parents provide a lot of information about how the student is very keen, spends a lot of time on the computer and loves creating digital characters and apps. The student proudly states they are among the top 10 players in their competition gaming group.

When quizzed about their various skills and experience at school doing information technology (IT) and computing, the student shows minimal knowledge and understanding of programming or coding. The student's parents indicate that the student has had a range of supports at school, and the teachers and education support staff could probably give a clear indication of the knowledge, skills and experience of the student. The parents then query the level of one-on-one support that the student will have during the course to help keep them on track.

Better practice response

The registered training organisation (RTO) staff member may need to explore a range of course options for this young person. They ask a series of questions about the student's and parents' understanding and knowledge of the courses and pathways available to them. This involves conversations about the requirements of each course, the projected job roles and requirements of those job roles to ensure the student and parents are making an informed choice.

When the RTO staff member asks, the student says they chose the course because they can make their own games. When it is highlighted that they will need to follow the brief and instructions of the organisation to create games or apps, the young person says they do not need instructions because they have good ideas and already know what games to create and do not need to be told what to design.

The RTO staff member explains the range of qualifications in the information technology and creative industries areas. They offer the student a range of career quizzes that they can do to check which areas may be best suited to their skills and capabilities. They also provide comprehensive course information and discuss all potential qualifications.

The student is encouraged to consider some work exposure or work experience opportunities to see a range of job roles and what they involve. This will be a good way to check their thinking and expectations about the types of jobs they might like to do before selecting a course that is right for them. The RTO staff member recommends talking to the career counsellor at school.

The expectations about being organised, dedicating time to the course requirements (including on-site, online and off-site study) are explained to the student.

The RTO staff member visually shows the student a sample assessment task that has a criterion to follow demonstrating the course is more about creating games and coding than playing games.

The differences between supports that are provided at school and what is provided in vocational education and training (VET) is explained to the student and parents. It is clearly indicated that one-on-one support is not generally offered to students in an adult learning environment unless there is a specific impact on learning due to the disability and one-on-one support is the most viable option to provide reasonable adjustment. In that case, the one-on-one support would likely be periodical and targeted to certain tasks or activities. This is not the same as having education support staff available all the time. If reasonable adjustments are to be requested, it is expected that there is supporting evidence about the disability and how it impacts on the student's ability to participate in learning, including recommended approaches.

The RTO staff member provides additional information about the types of supports available to all learners, such as a resource area where students can access computers and resources, optional workshops to orientate the student to the assistive technology and apps available to students, as well as workshops about study skills. They also give information about the staff member responsible for student wellbeing; this person is available to discuss any challenges, review progress and help identify strategies and supports to assist a student in progressing their studies.

When completing the pre-enrolment session, the RTO staff member checks that the student and parents have understood the information provided. They encourage them to explore it all and have additional conversations with the career teacher at school. They offer an opportunity to make another time to meet when the student has made an informed decision about their chosen pathway.

Action and Evidence

RTO's must ensure their training and assessment strategies and practices, including enrolment and admission processes, are responsive to learner needs. Part of this is to provide accurate and accessible information about its services to inform prospective and current learners and clients.

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 associates to explore all possible pathways to admission and enrolment. They have worked with them to determine the reality, suitability and viability of their initial choice of career pathway. By checking the perceptions and understanding of these pathways, the student is better informed to decide which course may be best for them and can become familiar with the potential considerations and barriers to participation in the course. The 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.

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.

2025 Standards for Registered Training Organisations (RTOs):

National Vocational Education and Training Regulator (Outcomes Standards for NVR Registered Training Organisations) Instrument 2025

Outcome 2: VET students are treated fairly and properly informed, supported and protected.

> Outcome Standard 2.1: VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

> Outcome Standard 2.2: VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

> Outcome Standard 2.3: VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

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

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.

This resource is funded by the Australian Government Department of Employment and Workplace Relations through the Supporting Students with Disability in VET project.

ADCET | Australian Disability Clearinghouse on Education and Training
Supporting you, Supporting Students

Australian Government