

# Practice Illustration

## Enrolment – Orientation to Teaching and Learning

### Practice scenario

The student has completed their enrolment and arrives for their first day of study. They have received the schedule of classes and times and can see the first day is allocated to orientation. They are feeling tentative about this and are wondering whether the trainer and assessor has been given the information about their disability, learning needs and requests for reasonable adjustments.

The student starts to approach the trainer and assessor when another student arrives. They withdraw and take a seat towards the back of the room. The trainer and assessor quietly observes them, but the classroom is now filling and there is not a direct opportunity to speak to the student.

The trainer and assessor is aware there is a student in the class who has a disability and has requested reasonable adjustments.

### Better practice response

The trainer and assessor have prepared an orientation session to allay student concerns about studying and meeting course requirements. They provide everyone with an accessible electronic version of student handbook highlighting key information including:

- training and assessor contact details and availability
- policies and procedures
- course schedule
- teaching methods
- learning expectations (e.g., how much time is required, timelines, asking for help)
- core requirements of the courses (e.g., attendance, workshops, labs, vocational placement, field trips)
- guides on key procedures (e.g., how to use the online learning platform, submit assessments and request extensions)
- student support services available
- information for students with disability (e.g., individual support and adjustments)

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- other ways to seek help.

As part of the introductory presentation, the trainer and assessor provide extensive information about the range of needs common to learners. They highlight positive experiences students have when they seek support early in their course. They also identify strategies that students have used in the past to be successful learners.

The trainer and assessor emphasise the student support services available onsite, online and by phone. They point out this information in the student handbook and confirm the rules about privacy and confidentiality of any information shared with trainers and assessors. Highlighting this can help students feel more confident in sharing key information and doing so early rather than later.

The trainer and assessor facilitates a practical hands-on orientation to the learning management system (LMS) and webinar platforms, clearly identifying the accessibility of the systems. They ask students to trial these and ensure their logins are working.

While working in the online learning environment a session is provided on using the Microsoft Learning Tools. It includes explanations of how each tool works and why each would be used. Examples are demonstrated and students have an opportunity to trial them.

Before completing the online orientation components, the trainer and assessor asks students to email any issues or concerns about the online systems. This helps the trainer and assessor to understand whether there are any barriers, support needs or accessibility or usability issues being experienced. The trainer and assessor can respond to the emails after class to ensure students have the support they need.

The trainer and assessor is aware that many students are likely to be new to studying a vocational education and training (VET) course. They provide a brief introduction to some of the language used and explanations of what the terms mean. They highlight the glossary of terms in the student handbook.

As part of the session, the trainer and assessor facilitates several 'get to know you' activities, through a range of different formats and modes of communication (e.g., writing and face-to-face). This could alleviate any alienation or isolation a person with disability may feel. These are all low-risk activities so students can start to form connections without the need to share too much personal information. One activity is a three-word check-in, where students identify three words that explain how they feel. Next, the students complete a note to the trainer and assessor about three key things they should know about them as a learner. This type of activity allows students to identify any personal preferences, needs, experiences or circumstances that might need to be shared. It sends a message to the students that they care about the context of their learning.

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To finish the session, the trainer and assessor outline their availability to students. They explain how to make a personal appointment to discuss any specific requirements. They provide a link to an electronic schedule and encourage everyone to consider making time in the first couple of weeks to 'touch base'. Inviting the students to communicate helps all learners to take positive steps early in their studies.

## Action and Evidence

The RTO has taken reasonable steps to ensure the enrolment practices are responsive to learner needs. The RTO recognises that the student may need a comprehensive orientation to the training and assessment practices. This has also provided all students with information and guidance about the way training and assessment practices are designed in such a way to enable and empower participation.

**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.

**Standards for Participation – Part 5:** The education provider must take reasonable steps to ensure that the student is able to participate in the course or program provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without disability, and without experiencing discrimination.

**Standards for curriculum development, accreditation and delivery – Part 6:** The education provider must take reasonable steps to ensure that the course or program is designed in such a way that the student is, or any student with disability is, able to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without disability, and without experiencing discrimination.

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## 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.

Outcome Standard 2.4: Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

Outcome Standard 2.5: The learning environment promotes and supports the diversity of VET students.

Outcome Standard 2.6: The wellbeing needs of the VET student cohort are identified and strategies are put in place to support those needs.

**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.