

Practice Illustration

Pre-Enrolment – Application Forms

Practice scenario

A student who is blind is wishing to enrol in the Music course. They have phoned the registered training organisation (RTO) to seek help. They are having trouble accessing the course brochure, application form and booking system.

The RTO requires direct application via their website. The student must also complete an online booking to take part in an audition. The audition (theory and performance) is a requirement for selection into the course.

The student indicates that the RTO website and the application processes are not accessible. This includes the course brochure, application form and booking system. The website application process and associated documents are not compatible with screen reading software.

Better practice response

The RTO staff member apologises for the challenges. They outline the key information available for the course. They explain the application process. They also highlight the audition requirements and booking process. They work with the student to determine what information the student has accessed so far.

They ask the student about key issues experienced when downloading course information. The student explains they could download the course brochure, but the format was a problem. The course brochure was an image-based PDF. This meant they could not access the content because it was a scanned copy of the text. The screen reader says there is an image but no text. There is no alternative text either.

The student indicates the application form has no tags on the form fields. Without these, the screen reading software cannot guide them. There are no instructions to help navigate the form. The student could download a version, but it used table formatting that was not accessible. It had merged cells and no headings, which made it difficult to navigate.

The RTO staff member asks the student about the challenges of using the online audition booking system. The student indicates that there are no tags on the form fields to guide their screen reader and no instructions on how to navigate the system.

The RTO staff member offers to make an audition booking on behalf of the student. They explain that the booking can be made now or at a time convenient to the student. The student asks for the possible dates and times and requests a call back for the next day.

The RTO staff member documents the conversation in the RTO's continuous improvement log. They assure the student that this information is valuable and will assist in remediating the system or providing accessible alternatives.

The RTO staff member asks whether the student has any adjustment or support needs for the audition. The student will need to use their own computer for the theory part. They have their own music converted to braille for the performance component. The RTO staff member says they will inform the trainers and assessors of these needs and will ask them to contact the student to clarify.

The RTO staff member confirms the student's contact details. They note the best way to contact the student and their preferred day and time. They will follow up about accessible versions of course information and application form and will provide them as soon as practical. The staff member confirms they will call tomorrow to assist in making an audition booking.

The RTO staff member follows up immediately. They seek support from an external agency to reformat the information. It will take 48 hours. When the RTO staff member contacts the student the next day, they indicate this. They also assist the student to make their audition booking. They inform the student that they will copy them into an email to the trainer and assessor. The email will confirm their discussions and actions to date. They will send through the accessible-format documents as soon as they are available. The staff member invites the student to call them if they need any extra information or support.

Action and Evidence

The RTO has provided enrolment information to inform students, but it was not accessible. RTOs must take reasonable steps to ensure prospective students can apply for enrolment and access information about the course to make an informed decision about whether it is the best study option for them. All prospective students, with and without disability, must have access to this information on the same basis. In this scenario, the RTO took all reasonable steps to respond to the student's needs.

They must now address the inaccessible documents and processes to ensure equity. This will mean remediating the current resources or providing a fair alternative. RTOs need to ensure the accessibility of all information, processes and systems. This minimises barriers and unintended discrimination. The RTO should maintain a continuous improvement log to document any changes and must identify any other

areas where documentation is not accessible to ensure rectification plans are put in place.

RTO's should adhere to the Web Content Accessibility Guidelines (WCAG) which are a set of internationally recognised standards that provide guidance on how to make web content more accessible to people with disability, ensuring equal access and usability for all users. They encompass principles, guidelines, and success criteria to ensure websites are perceivable, operable, understandable, and robust.

[Web Content Accessibilities Guidelines \(WCAG\)](#)

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 relevant legislation and standards to ensure RTO obligations are being met

[Disability Standards for Education 2005 \(Cth\) \(DSE\)](#)

Making reasonable adjustments – Part 3: The Standards require education providers to make reasonable adjustments where necessary. A reasonable adjustment is a measure or action taken by an education provider in relation to applying for enrolment, participating in the course or program, or accessing services and facilities. RTOs must ensure the student with disability can access, use and participate on the same basis as a student without disability. There is no requirement to make unreasonable adjustments.

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 Student Support Services – Part 7: The education provider must take reasonable steps to ensure that the student is able to use support services used by the students of the institution in general on the same basis as a student without disability, and without experiencing discrimination. This includes having available internal and external services and supports, informing students of what is available, and providing access to specialised services and supports as necessary.

[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](#)

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](#).