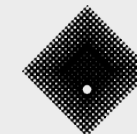# VET & inclusive enrolment practices
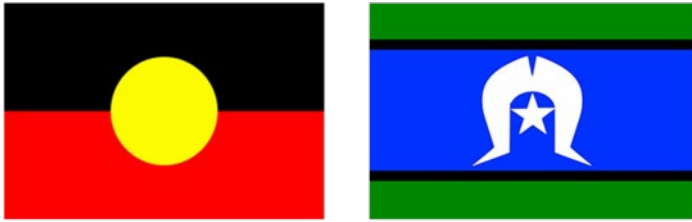
Dr Elizabeth Knight &

Dr Reshmi Lahiri-Roy

THE NEW WAY TO DO UNI

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# Acknowledgement of Country – Melbourne

We acknowledge the Ancestors, Elders and families of the Wurundjeri and Woiwurrung of the Kulin who are the Traditional Owners and Custodians of University land. As we share our own knowledge practices within the University may we pay respect to the deep knowledge embedded within the Aboriginal community and their ownership of Country.

We acknowledge that the land on which we meet is a place of age-old ceremonies of celebration, initiation and renewal and that the Kulin people's living culture has a unique role in the life of this region. VU is committed to building better relationships and fostering greater understanding between the wider Australian community and Aboriginal and Torres Strait Islander peoples.

Overview

- Background

- Project

- Vignettes

- Conceptual engagement

- Model
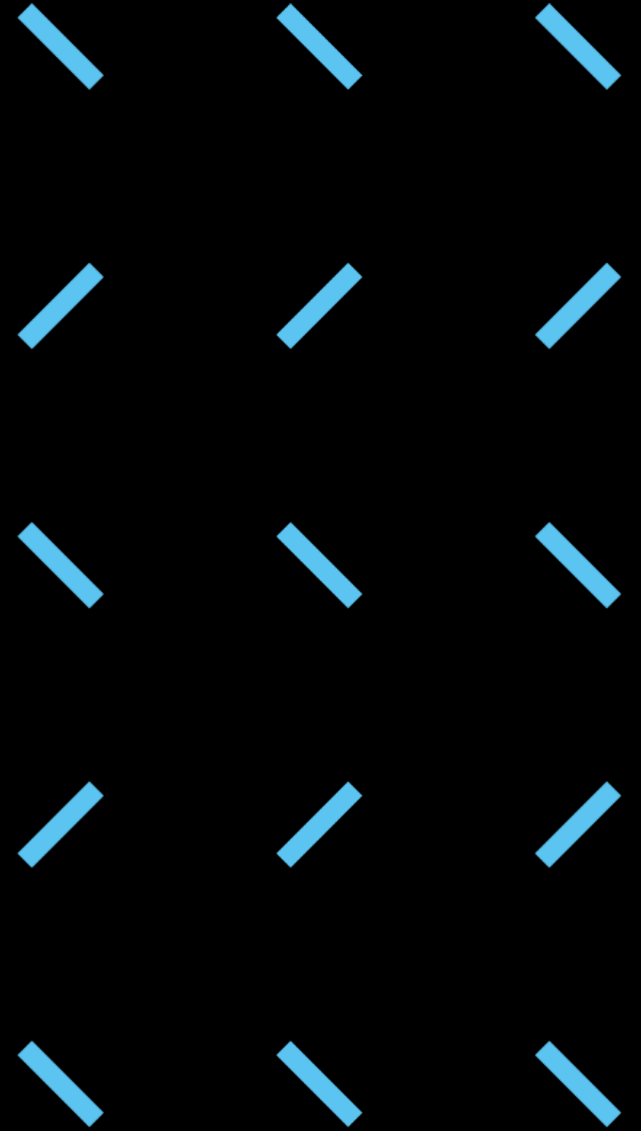
Environment = reviews & more reviews

- **2020 Review of the Disability Standards in Education (published 2021)**

- **2022 review of the RTO Standards**

- **+ many more (e.g. industry clusters; Cert IV TAE)**

2022 Project through ADCET

- Mapped to RTO Standards & reference DSE

- Review of enrolment processes

- Collection of artefacts & documents

- Vignettes developed with VU POLY staff

Current Relevant standards

Standards for Registered Training Organisations (RTOs) 2015

- **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 (prior to enrolment to allow students to make informed choices).

- **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.

Disability Standards for Education 2005 (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. It also includes the provision of supports and reasonable adjustments.

Enrolment processes

- Enrolment process as stages 'on-ramp to VET

- Drive along side for some part of the journey 'merging' into each other e.g. at onboarding

- Need to be aware of each other and if one too busy causes problems
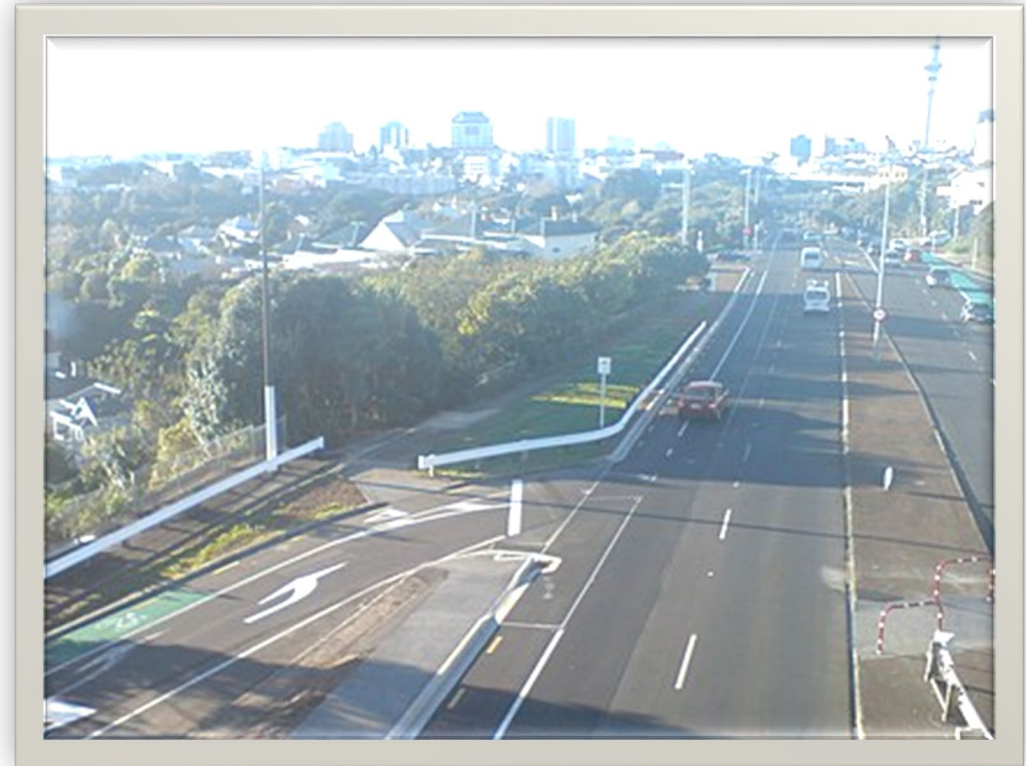
Ingolfson, CC0, via Wikimedia Commons

Vignettes

Anticipating information needs of students:

- Cal hopes to retrain as a graphic designer and knows that working graphic designers are often contractors and can manage their own timetables.

- Cal **manages a condition that means they need to have regular rest** breaks and find it difficult to work every day of the week.

- When they were looking at the Diploma of Graphic Design they were interested in, there was **no information about how the classes ran and whether rest breaks were possible**.

Dealing with infrequent enquiries that require policy exceptions:

- Faizah attended an open day and asked a staff member if **her service dog** could attend her Certificate IV in Business Administration classes.

- The staff member was representing the Business school and knew there was a 'no dogs on site' policy and advised Faizah about that. When Faizah explained that her dog was a service dog who was trained to alert to seizures and asked **whether that might be an exemption to the policy**, the staff member was still firm and said while the RTO took an inclusive approach, this was not possible.

- Further, the staff member did not refer Faizah to anyone else to clarify, and she was left thinking she might not be able to take the course safely.

Focusing the forms on the most important information:

- Ellie was filling in her enrolment form for the Certificate II in Fitness online course and was able to declare that she had a **previously acquired brain injury.**

- She didn't like that naming, and it wasn't clear from the selection what support she needed. However, she tried and was unable to declare another disability, so she assumed someone would be in touch to find out more. She did not write down that she **also experienced visual impairment that was related to the brain injury.**

- No one contacted her, and she was able to enrol automatically. The class teacher was surprised when she had trouble with some of the in-class activities.

Checking all systems are accessible

- In the online induction to the learning management system (LMS) for the Certificate IV in Library and Information Services, Baez realised that his **screen reader software was not working well**, and it was becoming hard for him to follow.

- His software had worked with no problems on the website and on the front page of the LMS, but **when it came to content pages**, it was disordered and difficult to know how to manage the information.

- When Baez asked his tutors, they agreed that they could send materials to him, but it meant that **he could not look ahead in the LMS** and review assessments as he had done in previous courses.

Project indicative findings

1. Disclosure is affectively challenging for students.

2. Over focus on disclosure of disability or impairments rather than support needs.

3. Staff feel under-confident and overwhelmed.

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Intersectionality & emotional resilience

Model

Universal Design for Learning

Provide multiple means of Engagement

Provide multiple means of Representation

Provide multiple means of Action & Expression

Critical Cultural Competency

greater appreciation of cultural differences

philosophy of treating people fairly, equitably, and thoughtfully

Individual Pedagogical Approach

extending what is ordinarily available to all rather than by differentiating for some

when such extensions are undertaken individual needs and required supports are personalised

personalisation facilitates optimisation of achievement commensurate with abilities

Towards meaningful inclusion

References

- Al-Azawei, Serenelli & Lundqvist, 2016

- CAST, 2012

- Clarkson & Coleman, 2015

- Crenshaw, 1989

- Jwad et al., 2018

- Rapp, 2014

Thanks

Any questions?