Australian Government

TAEXDB411 Plan and implement individual support plans for learners with disability

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEXDB401 Plan and implement individual support plans for learners with disability.

Application

This unit describes the skills and knowledge required to determine, document and address the support needs of learners with disability. It involves implementing individualised support that enables learners with disability and different support needs to access and successfully participate in vocational education and training opportunities, including both learning and assessment.

This unit applies to vocational educational and training (VET) teachers, trainers, assessors, and other personnel who coordinate learning support and reasonable adjustment for learners. Their responsibilities include ensuring that the registered training organisation (RTO) is meeting its legislated obligations under the Disability Standards for Education and other federal or state/territory legislation.

A person completing this unit is not qualified to be a disability support specialist.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Cross Sector Skill

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the *essential outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and communicate support processes	1.1 Identify and confirm learning support processes and reasonable adjustments available for learners with disability 1.2 Communicate availability and benefits of learning support

ELEMENTS	PERFORMANCE CRITERIA
available to individual learners with disability	processes and reasonable adjustments to individual learners with disability
2. Establish individual support plans for individual learners with disability	2.1 Consult with individual learners to identify their learning goals, capabilities, preferences and needs 2.2 Discuss and agree preferred learning options with individual learners 2.3 Consult with learners to determine learning and assessment support needs including required reasonable adjustments 2.4 Document the agreed individual support plan for learners with disability
3. Implement support plans for individual learners with disability	3.1 Identify and source resources required to implement individual support plan within scope of own role and responsibilities 3.2 Identify and source required resources that are outside scope of own role and responsibilities according to organisational policies and procedures 3.3 Ensure agreed supports, strategies, and reasonable adjustments are implemented during learning and assessment processes according to legislative and regulatory requirements and current standards 3.4 Address or escalate implementation issues according to organisational policies and procedures and work health and safety (WHS) requirements
4. Monitor and revise support plans for individual learners with disability	4.1 Consult individual learners, and all those involved in support plan implementation, and evaluate the effectiveness of implemented individual support plan 4.2 Agree and document required updates to individual support plan to support successful participation in learning and assessment

Foundation Skills

This section describes those language, literacy and numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	• Sources, analyses and interprets documentation and information relevant to the learning context to identify relevance for individual

Skill	Description
	support plan
Oral communication	• Uses communication techniques to build rapport with learners with disability and explore their learning options, identify support needs and reasonable adjustments, and agree on individual support plans
Self-management	• Selects and uses appropriate protocols when communicating with others to seek or share information
Self-management	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

Supersedes and is equivalent to TAEXDB401 Plan and implement individual support plans for learners with disability.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3