



Australian Government

**Assessment Requirements for TAEXDB511
Develop and implement training and
assessment strategies for learners with
disability**

Release: 1

Assessment Requirements for TAEXDB511 Develop and implement training and assessment strategies for learners with disability

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 TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability.

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including on at least 1 occasion, evidence of the ability to:

- develop and implement training and assessment strategies for at least 1 entire nationally recognised unit of competency to a group of learners, where at least 3 learners have disabilities with different support needs.

In the course of the above, the candidate must:

- adapt at least 4 of the following:
 - training structure and timeframes
 - learning and assessment resources
 - communication strategies
 - layout of physical training and assessment environment
 - learning and assessment tasks, activities and formats
- apply reasonable adjustment at least once
- use augmentative and alternative communication strategies or devices at least once
- use assistive resources, equipment or technologies in the training and assessment environment at least once.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current legislation and standards for working with learners with disability, including:

- Disability Discrimination Act
- Standards for Registered Training Organisations (RTOs) 2015 (or their successor), or other state or territory legislation that applies to RTOs
- Disability Standards for Education
- United Nations Convention on the Rights of Persons with Disabilities
- Disability Services Act
- Australia's Disability Strategy
- work health and safety (WHS) requirements
- organisation protocols, policies and procedures for:
 - providing support to learners with disability
 - reasonable adjustments for learners with disability
 - making changes to training and assessment to facilitate equal access and inclusion
 - maintaining confidentiality and privacy for learners disclosing and/or sharing information about their disability
 - referral to additional supports and specialist services
- persons covered by the Disability Discrimination Act
- social and medical models of disability
- barriers to access and inclusion that may exist within learning and assessment environments
- inclusive language and person-first expressions to use when communicating with, or about, learners with disability
- key components of training and assessment strategies that facilitate equal access and inclusion, including:
 - mode of delivery
 - duration and scheduling
 - training and assessment methods, resources, materials and activities
 - required features of equipment, training and assessment space, and environment
 - specialist services, aids and facilities that support equal participation in training and assessment
- communication strategies and techniques, including augmentative and alternative communication methods and aids
- formats for presenting information and materials, including plain English principles.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment, which must include:

- typical in workplace challenges relevant to supporting learners with disability
- real-time, interpersonal interactions and problem solving with learners with disability and others in implementing individual support plans

- real learners with disability, or paid or volunteer people with disability as simulated learners where assessment with learners with disability is impractical, inappropriate, or not possible, particularly where skills relate to more sensitive, critical or highly resource-dependent instances.

Resources to be provided includes access to:

- adaptive or assistive technologies or equipment
- alternative and augmentative communication techniques or devices
- information about the learners and course information
- organisational protocols and procedures for supporting learners with disability and implementing reasonable adjustments
- learning materials and technologies.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>