



Australian Government

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

Release: 1

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

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 3.0.

Performance Evidence

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

- develop and implement a training and assessment plan for delivering and assessing a unit of competency to a group of learners, where at least three of the learner group have differing disabilities.

The above plan should include at least four of the following accessibility adaptations:

- teaching strategies and methods
- program structure and/or timeframes
- training and assessment resources and material
- communication strategies
- layout of physical learning environment
- learning and assessment tasks, activities and formats.

In the course of implementing the above plan, the candidate must:

- communicate appropriately with above learners and use augmentative and alternative communication strategies or devices as required
- implement relevant assistive resources, equipment or technologies in the training environment.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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

- Standards for Registered Training Organisations (RTOs), or other State/Territory legislation relevant to RTOs where applicable
- Disability Standards for Education
- United Nations Convention on the Rights of Persons with Disabilities
- Disability Services Act
- National Disability Strategy
- 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 model 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 plans that facilitate equal access and inclusion, including:
 - mode of delivery
 - duration and scheduling
 - teaching and assessment methods, resources, materials and activities
 - required features of equipment, training and/or 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 must be demonstrated in a real or simulated vocational education and training workplace. Simulations and scenarios are only to be used where assessment in a workplace situation would be impractical, inappropriate, or not possible, particularly where skills relate to more sensitive, critical or highly resource-dependent instances.

Access to facilities, equipment, resources and technologies is required for the implementation of the training and assessment plan specified in the performance evidence, including:

- adaptive and/or assistive technologies or equipment
- alternative and augmentative communication techniques or devices
- adapted training and/or assessment resources and materials

- information on the learner cohort, including learners with differing disabilities
- relevant legislation, accessibility and workplace health and safety standards, and workplace documents
- organisational protocols and procedures for supporting learners with disability
- training and assessment materials and learning environments
- opportunities to collaborate with, and seek feedback from, people with disability, accessibility experts and/or specialist support providers.

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

Links

Companion Volume Implementation Guide is available from VETNet -

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