



Australian Government

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

Release: 1

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Modification History

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

Application

This unit describes the skills and knowledge required to develop and implement a training and assessment plan that ensures that training and assessment are accessible to learners with disability.

This unit applies to vocational trainers, assessors, and other educational personnel in the vocational education and training (VET) sector who are involved in developing and/or implementing a training and assessment plan in a Registered Training Organisation.

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
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop a training and assessment plan that addresses access and inclusion barriers for learners with disability	1.1 Review training and assessment being provided and identify potential barriers to access and inclusion for learners with disability 1.2 Investigate strategies and resources that can be included in plan to address identified access barriers 1.3 Refer to specialist support providers and services to address more complex barriers that are beyond scope of own role and responsibilities 1.4 Document a training and assessment plan that

	addresses access and inclusion barriers according to legal and organisational requirements
2. Implement developed training and assessment plan for learners with disability	2.1 Identify and source resources required to implement training and assessment plan within scope of own role and responsibilities. 2.2 Identify and source required resources and specialist support that are outside scope of own role and responsibilities. 2.3 Confirm accessible alternatives for external, off-site and work-based training and assessment activities 2.4 Report situations in the training and assessment environment that may represent a health or safety issue according to work health and safety standards and organisational procedures
3. Review and improve implemented training and assessment plan	3.1 Request feedback from learners with disability and specialist support providers on accessibility of training and assessment 3.2 Assess outcomes of training and assessment undertaken in line with plan, and identify opportunities for improving plan 3.3 Adjust training and assessment plan based on feedback and assessment to improve accessibility for learners with disability

Foundation Skills

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

Skill	Description
Reading	- Accesses, organises and evaluates documentation and information relevant to the learning context to identify relevance for training and assessment plan - Identifies and confirms legal and organisational requirements
Oral Communication	- Uses effective communication techniques suited to a broad range of audiences - Use appropriate and respectful language when communicating with learners with disability - Identify and use communication techniques suited to communicative abilities and preferences of broad range of learners with disability
Interact with	Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders

others	
Get the work done	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guide is available from VETNet -

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

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

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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

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