



**Australian Government**

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

**Release: 1**

# 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.<br><br>Supersedes and is equivalent to TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability. |

## Application

This unit describes the skills and knowledge required to develop and implement training and assessment strategies that meet the needs of learners with disability.

This unit applies to vocational education and training (VET) teachers, trainers and assessors, and other VET personnel, involved in developing and implementing training and assessment strategies for vocational training and assessment in a Registered Training Organisation (RTO).

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 training and assessment strategies to address 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<br>1.2 Investigate strategies and resources to address identified barriers<br>1.3 Refer more complex barriers that are beyond scope of own role to specialist support providers to address<br>1.4 Document training and assessment strategies that addresses barriers |

| ELEMENTS                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                              | according to legislative, regulatory and organisational requirements                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2. Implement training and assessment strategies for learners with disability | 2.1 Identify and source resources required to implement training and assessment strategies within scope of own role<br>2.2 Identify and source required resources and specialist support outside scope of own role<br>2.3 Confirm accessible alternatives for external, off-site and work-based training and assessment activities<br>2.4 Report health or safety issues in training and assessment environments according to work health and safety (WHS) requirements and organisational procedures |
| 3. Review and improve implemented training and assessment strategies         | 3.1 Request feedback from learners with disability and specialist support providers on training and assessment strategies<br>3.2 Review outcomes of training and assessment strategies and identify opportunities for improvement<br>3.3 Adjust training and assessment strategies based on feedback and review to improve training and assessment outcomes 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                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Digital literacy   | <ul style="list-style-type: none"> <li>Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information</li> </ul>                                                                                                                                                                                                  |
| Reading            | <ul style="list-style-type: none"> <li>Accesses, organises and evaluates documentation and information relevant to the learning and assessment context to identify relevance for training and assessment strategies</li> <li>Identifies and confirms legal and organisational requirements</li> </ul>                                                                                                           |
| Oral communication | <ul style="list-style-type: none"> <li>Uses effective communication techniques suited to a broad range of audiences</li> <li>Use appropriate and respectful language when communicating with learners with disability and different support needs</li> <li>Identifies and uses communication techniques suited to communicative abilities and preferences of broad range of learners with disability</li> </ul> |
| Teamwork           | <ul style="list-style-type: none"> <li>Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders</li> </ul>                                                                                                                                                                                                                                              |

| Skill               | Description                                                                                                                                                                                            |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-managemen<br>t | <ul style="list-style-type: none"><li>Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes</li></ul> |

## Unit Mapping Information

Supersedes and is equivalent to TAEXDB501 Develop and implement accessible training and assessment 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>

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

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| Release   | Comments                                                                                                                                                                                                                                       |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with TAE Training and Education Training Package Version 5.0.</p> <p>Supersedes and is equivalent to TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability.</p> |

## 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>