

Practice Guide

Curriculum – Inclusive Delivery and Assessment

Overview

This guide outlines how curriculum underpins training and assessment decisions, and how these decisions influence the experience of students. Curriculum includes a range of documentation used to support the delivery of training and assessment. For example, training and assessment strategies, training packages and products. It may also include qualifications, vocational education and training (VET) accredited courses, skill sets, microcredentials and units of competency as well as training plans, session plans, learning materials and resources, assessment tools and vocational placements. Curriculum underpins the way training and assessment occurs.

Registered training organisations (RTOs) should have a training and assessment strategy with associated curriculum documents for each of the training products on its scope of registration and for each cohort. The training and assessment strategy guides practice and accountability and should address the needs of all learners.

What is a training (delivery) and assessment strategy?

A training and assessment strategy should be accurate and detailed. It should outline the framework for how delivery and assessment will occur. It should highlight how these strategies adapt to meet the needs of individual learners and target groups. It should also explain methods of delivery and assessment practices.

Many elements influence the development of a training and assessment strategy. These elements include the:

- size and resources of the RTO
- location
- primary method of delivery (e.g., distance, online, on-site or blended)
- assessment approaches
- availability of resources
- industry partnerships

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- entry requirements (e.g., language, literacy and numeracy assessments, prerequisites or inherent requirements)
 - target student cohorts including their diversity and variability
 - background and experience of trainers and assessors
 - social and political environment.

These aspects also influence the duration of courses, volume of learning and student engagement.

The RTO must take reasonable steps to ensure the design of the course or program is inclusive. It must ensure students with disability can participate on the same basis as students without disability, and without experiencing discrimination. Besides the learning and assessment, this includes enrolment, certification and any supplementary requirements.

Practice considerations and checkpoints

A training and assessment strategy should identify how the RTO will meet the needs of particular cohorts of students. The training and assessment strategy can be adapted to meet the needs of a particular cohort throughout all aspects of training and assessment. This includes consideration of how the RTO will:

- consider that students with disability are likely to take part in courses
- ensure all staff have training in inclusive practices and disability awareness
- develop and implement access and equity policies, procedures and practices to support inclusive training and assessment
- identify and address students' individual needs
- consult with students about requests for learner support and reasonable adjustments
- provide student supports and services
- identify, document and apply reasonable adjustments
- ensure the accessibility of materials and resources (e.g., convert materials into alternative accessible formats where required)
- ensure assessment strategies are accessible and appropriate to student needs
- ensure training and assessment strategies are flexible and adjustable to meet the needs of a range of students
- ensure access to off-site activities (e.g., vocational placement, field trips, industry site visits and work placements)
- ensure accessibility of other activities that are part of the broader course or program (e.g., events)
- maintain the integrity of courses

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- review and improve courses based on feedback from students with disability
 - demonstrate through practice that the RTO is implementing strategies to identify and address student needs including language, literacy and numeracy, disability, unplanned life events and different approaches to learning.

Links to the relevant legislation and standards to meet RTO obligations

[Disability Discrimination Act 1992 \(Cth\) \(DDA\)](#)

Making reasonable adjustments – Part 3: The Standards generally require providers to make reasonable adjustments where necessary. A reasonable adjustment is a measure or action taken by an education provider in relation to applying for enrolment, participation in the course or program, or provision of services and facilities. The education provider must ensure the student with disability can access, use and participate on the same basis as a student without disability. There is no requirement to make unreasonable adjustments. These are adjustments that would not meet the inherent requirements of the qualification or damage the integrity of the qualification, or an adjustment that negatively impacts the education/training of other students or compromises the health and safety of staff or students.

Standards for Participation – Part 5: The education provider must take reasonable steps to ensure that the student is able to participate in the course or program provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without disability, and without experiencing discrimination.

Standards for curriculum development, accreditation and delivery – Part 6: The education provider must take reasonable steps to ensure that the course or program is designed in such a way that the student is, or any student with disability is, able to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without disability, and without experiencing discrimination.

Standards for Student Support Services – Part 7: The education provider must take reasonable steps to ensure that the student is able to use support services used by the students of the institution in general on the same basis as a student without disability, and without experiencing discrimination. This includes having available internal and external services and supports, informing students of what is available, and providing access to specialised services and supports as necessary.

Standards for harassment and victimisation – Part 8: An education provider must develop and implement strategies and programs to prevent harassment or victimisation of a student with disability, or a student who has an associate with disability, in relation to the disability.

Standards for Registered Training Organisations (RTOs) 2015 (Cth)

Standard 1: The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Please note: RTOs registered by the *Victorian Registration and Qualifications Authority* or the *Training Accreditation Council Western Australia* may refer to the following websites for requirements specific to you.

[Victorian Registration and Qualifications Authority](#)

[Training Accreditation Council Western Australia](#)

Benefits

- Student – will receive consistent approaches across their learning journey.
- Trainer and assessor – a training and assessment strategy that addresses key aspects of equity and access is empowering; it helps trainers and assessors to apply the requirements of the DSE.
- RTO – provides a systematic approach for managing equity and access, demonstrating how they meet the DSE.

Training and resources

- [Clauses 1.1 to 1.4 and 2.2: Implementing, monitoring, and evaluating training and assessment strategies and practices \(ASQA\)](#)
- [Providing quality training and assessment services to students with disabilities \(ASQA\)](#)

Disclaimer

The 'supporting students with disability resources' provide guidance on legislation and policy for Registered Training Organisations (RTOs) regarding vocational education and training for students with disability, but they should not be considered legal advice or impose additional legal obligations. RTOs should seek tailored legal advice to understand their specific obligations. More information on this disclaimer can be found at adcet.edu.au/vet/disclaimer or by contacting the [Department of Employment and Workplace Relations](#).