

Practice Guide

Curriculum – Inclusive Training and Assessment

Overview

Training and assessment involves the practical strategies and resources required to deliver the learning requirements, engage students and assess competency. The way a registered training organisation (RTO) trains and assesses makes a big impact on the way students with disability feel included and engaged. It also influences their ability to succeed in their courses.

What does inclusive training and assessment mean?

The ways in which we deliver and facilitate learning affect how a student experiences their learning journey.

No matter what methodology a course uses (e.g., face-to-face, online, blended), the role of the trainer/assessor is the most critical. The trainer and assessor's actions determine how students feel about their learning.

Positive learning environments that are respectful, accessible and inclusive safeguard against discrimination. They encourage students to feel comfortable about discussing their learning requirements or support needs. These types of learning experiences are empowering for students and enable independent learning.

Consider Universal Design for Learning (UDL) as an approach to training and assessment. UDL gives all students an equal opportunity to succeed. This approach to teaching and learning offers flexible ways for students to access and engage with content and show what they know. UDL also looks for different ways to keep students motivated.

Barriers for students with and without disability can be addressed through a range of practical strategies that support accessible and inclusive learning.

Practice considerations and checkpoints

Start by reviewing which of the following practices are currently used, then select one or two at a time to introduce into practice. You do not have to achieve all of the strategies at once. Take it one step at a time and keep building knowledge and skills.

Accessibility and inclusiveness of delivery and assessment methodologies can be improved in the following ways:

Before Class

- reviewing the format of lectures, tutorials, study materials and assessments to determine and eliminate any potential barriers
- ensuring all course materials, activities and assessments are:
 - accessible
 - provided in advance of the workshop/sessions
 - in a logical, straightforward manner
 - in an order that reflects its importance
- setting up activities in ways to ensure everyone can participate
- providing a variety of activities so students can show their strengths
- considering whether the class layout optimises student engagement and interaction; considering how rearrangement of learning spaces may impact on people who have low vision or anxiety or physical disability
- avoiding unnecessary jargon and complexity; defining new terms and acronyms, or abbreviations

During Class

- orientating students to all aspects of the learning environment (e.g., identify bathrooms, quiet spaces located nearby, exits and entry points, emergency procedures and evacuation points).
- presenting content in ways that represent the diversity of students
- providing students with opportunities to demonstrate their knowledge, skills and understanding in a variety of ways (e.g., video, audio, visual, written, spoken)
- implementing recommended adjustments to all aspects of delivery and assessment
- implementing strategies to encourage group work, discussion, interaction, peer support and self-help strategies
- facing students when speaking, including when using slides or writing on a board; wearing a microphone to ensure everyone can hear what is being said
- ensuring only one student speaks at a time during discussions

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- repeating other students' questions and comments to ensure everyone hears their contribution; being mindful of reliance on visual materials/content
 - giving both oral and written instructions
 - pacing delivery and checking in with students
 - identifying what students are expected to learn from a presentation, lecture, webinar, practical session or tutorial
 - providing clear instruction and scaffolding activities until students understand the content/requirements and can work independently
 - encouraging and supporting students to take responsibility for managing and tracking their own learning and progress
 - providing students with regular opportunities to put their learning into practice by explaining examples or applications of theory using 'real life' examples

After Class

- providing explicit and regular feedback to students about how they are progressing

Links to the relevant legislation and standards to meet RTO obligations

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

The DDA makes it unlawful to discriminate against a person on the basis of disability in education.

[Disability Standards for Education 2005 \(Cth\) \(DSE\)](#)

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.

Standard 5: Each learner is properly informed and protected. The RTO must ensure learners are adequately informed about the services they are to receive, their rights and obligations, and the RTO's responsibilities under the RTO Standards.

Standard 6: Complaints and appeals are recorded, acknowledged and dealt with, efficiently and effectively. RTOs must implement a transparent complaints and appeals policy that enables learners and clients to be informed of and to understand their rights and the RTO's responsibilities under the Standards.

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 – students will have an engaging, supportive and inclusive learning environment; this will allow them to fully participate and have their learning needs met.
- Trainer and assessor – providing inclusive learning environments results in short-term and long-term benefits; this includes higher levels of student engagement, greater confidence in your ability as a trainer and assessor, and the breakdown of discriminatory beliefs and practices.
- RTO – participation of students with disability in learning will increase, along with successful completion of their qualifications.

Training and resources

- [*Inclusive Teaching – Australian Disability Clearinghouse for Education and Training \(ADCET\)*](#)
- [*VET Educators Supporting Students with Disability e-Learning Program*](#)
- [*UDL in Tertiary Education e-Learning Program*](#)
- [*Online Access for Tertiary Students who are Blind or Vision Impaired e-Learning Program*](#)
- [*Guidelines: Online Tertiary Access for Students and Staff who are Blind or Vision Impaired*](#)
- [*Guidelines – Supporting Deaf and Hard of Hearing Students Online*](#)
- [*Working with an Auslan \(Australian Sign Language\) Interpreter*](#)
- [*Round Table Guidelines for Accessible Assessment for Student with Vision Impairment \(2019\)*](#)
- [*There's More Than One Way to Make Your Content Accessible \(ADCET\)*](#)
- [*Creating Accessible Documents \(ADCET\)*](#)
- [*UDL Resources \(ADCET\)*](#)

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](#).