

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
- entry requirements (e.g., language, literacy and numeracy assessments, prerequisites or inherent requirements)

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- 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
- review and improve courses based on feedback from students with disability

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- 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 \(Cth\) \(DDA\)](#)

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

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

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.

2025 Standards for Registered Training Organisations (RTOs):

[*National Vocational Education and Training Regulator \(Outcomes Standards for NVR Registered Training Organisations\) Instrument 2025*](#)

Outcome1: Quality training and assessment engages VET students and enables them to attain nationally recognised, industry relevant competencies.

Outcome Standard 1.1: Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.

Outcome Standard 1.4: The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

Outcome Standard 1.8: Facilities, resources and equipment for each training product are fit-for-purpose, safe, accessible and sufficient.

Outcome 2: VET students are treated fairly and properly informed, supported and protected.

Outcome Standard 2.3: VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

Outcome Standard 2.4: Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

Outcome Standard 2.5: The learning environment promotes and supports the diversity of VET students.

Outcome Standard 2.6: The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.

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.

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- RTO – provides a systematic approach for managing equity and access, demonstrating how they meet the DSE.

Training and resources

- [*Practice Guides - Outcome Standards for RTOs \(Australian Skills Qualification Authority\)*](#)

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.

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