

Practice Guide

Curriculum – Qualification and VET Accredited Course Development

Overview

This guide explores how registered training organisations (RTOs) and trainers and assessors can contribute to the development of qualifications and accredited courses to support inclusive approaches.

What is qualification and VET accredited course development?

Qualification and vocational education and training (VET) accredited course development is an important way in which inclusive education is supported. It is imperative that qualification and course developers ensure training packages and VET accredited courses are designed without posing barriers for students with disability.

Qualification and VET accredited course development refers to the entire process from identifying a training need through to the endorsement of the training packages, qualifications, units of competency, skills sets and VET accredited courses.

What is the role of RTOs and trainers and assessors?

RTOs and trainers and assessors can play a key role in helping shape these qualifications and courses. RTOs and trainers and assessors contribute to the consultations, surveys, feedback on drafts and development of these training products.

In this way, RTOs and trainers and assessors can advocate for inclusiveness and access to the curriculum for students with disability. They can highlight how students with disability are considered when training products (qualifications, skill sets, units of competency, accredited courses and micro-credentials) are developed.

Practice considerations and checkpoints

Where RTOs and trainers and assessors have the opportunity to be involved in qualification and accredited course development they should:

- participate in targeted professional development about inclusive curriculum design and development

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- understand the development and consultation that occurs during the training package and VET accredited course development process, and know when they can contribute
 - advocate that training package developers consult people with lived experience during the planning, development and consultation phases
 - consider training and professional development about access and equity, in particular disability awareness and inclusive language, for course developers and curriculum writers
 - actively participate in discussion and consultations about training product development to ensure that experiences are relayed regarding training packages, VET accredited courses, units, skills sets or micro-credentials that are not inclusive
 - advocate for comprehensive guidance about how reasonable adjustment can be applied within the context of training packages, accredited courses, units, skill sets or micro-credentials where these are not inclusive
 - participate in discussions, consultations and feedback opportunities regarding industry reforms; suggest changes to requirements that have been identified through experiences, feedback from students with disability and from industry engagement
 - identify implementation issues and notify the relevant bodies (e.g. Industry Reference Committees or Industry Clusters and Skills Organisations)
 - engage with the relevant state training authority (the government organisation that administers VET in a state or territory) to identify and resolve local industry needs and interests.

Links to the relevant legislation and standards to meet RTO obligations

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

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 VET Accredited Courses 2021*](#)

Part 3: Standard 10 (11): A course must specify any entry requirements to the course and justify any explicit limitations to access.

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 – experiences enhanced learning if the training products are inclusive.
- Trainer and assessor – feels confident that they have advocated for more inclusive approaches that can reduce the need for reasonable adjustments.
- RTO – champions students' position at the centre of all processes and advocates for equity and diversity as key responsibilities.

Training and resources

- [VET Sector Overview – Training Packages Australian Skills Quality Authority \(ASQA\)](#)
- [Understanding Training Packages webinar / Western Australian Government](#)
- [Standards for Training Packages 2023](#)
- [Training Package Products Policy](#)
- [Training Package Development and Endorsement Process Policy](#)
- [Standards for VET Accredited Courses 2021](#)

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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