

# Practice Self-Check

## Trainer & Assessor

The Trainer & Assessor Self-check aims to help individuals to reflect and self-assess their responsiveness and capability to support students with disability, as well as how your own training and assessment practice supports the requirements. These include:

[Standards for Registered Training Organisations \(RTOs\) 2015 \(Cth\)](#)

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

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

**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](#)

The practice indicators help you reflect, guide your practice and professional development to build capability in inclusive education and training, as well as increase your own personal accountability.

The scale of practice indicators has been divided into three categories:

- **Beginning (Starting)** – you have some knowledge and understanding of these practices and the RTO policies, procedures and initiatives to address these things, but you need to further develop your capability to achieve these indicators.
- **Developing (Baseline)** – you are aware of and follow your RTO's policies, procedures and initiatives addressing these things but there is still room for improvement and to further develop capability.
- **Competent (Confident)** – you know, understand and apply the RTO's policies, procedures and initiatives addressing these things. You actively seek out and participate in ongoing professional development and contribute to your RTO's continuous improvement actions to improve the experience of students with disability, and action requirements as required.

These practice indicators may look different in each RTO given the size, structure and systems, location, training and assessment modes and methods.

AREA	PRACTICE INDICATORS	BEGINNING (Starting)	DEVELOPING (Baseline)	COMPETENT (Confident)	REFLECTIONS FOR BUILDING CAPABILITY & IMPROVING PRACTICE
<b>Compliance and Legislation – Preventing Discrimination, Harassment and Victimisation</b>	You have participated in an orientation and induction to your RTO's policies, procedures and practices, in particular disability awareness, diversity and inclusion.				
<b>Compliance and Legislation – Preventing Discrimination, Harassment and Victimisation</b>	You are aware of and apply the RTO's Access and Equity policies, procedures and practices supporting inclusive education and training.				
<b>Curriculum, Qualification &amp; Accreditation (Course Design &amp; Development)</b>	When involved in feedback, discussions, and consultations, about industry reforms and development of training packages, qualifications, units of competency, VET accredited courses, skill sets, and microcredentials you advocate for changes and requirements identified through student and industry experiences and feedback.				

AREA	PRACTICE INDICATORS	BEGINNING (Starting)	DEVELOPING (Baseline)	COMPETENT (Confident)	REFLECTIONS FOR BUILDING CAPABILITY & IMPROVING PRACTICE
<b>System for Quality, Self-Assurance and Continuous Improvement</b>	You provide feedback through your RTO's Quality Improvement processes about accessibility, usability and inclusion issues.				
<b>System for Quality, Self-Assurance and Continuous Improvement</b>	You inform your RTO about feedback from industry partners and students with disability about the appropriateness and effectiveness of any access and equity strategies.				
<b>System for Quality, Self-Assurance and Continuous Improvement</b>	You inform students of access and inclusion strategies, continuous improvement, and complaints processes in your organisation.				
<b>Transition</b>	You understand the importance of prospective students with disability exploring pathways and planning for their transition to study.				

AREA	PRACTICE INDICATORS	BEGINNING (Starting)	DEVELOPING (Baseline)	COMPETENT (Confident)	REFLECTIONS FOR BUILDING CAPABILITY & IMPROVING PRACTICE
<b>Pre-Enrolment</b>	You are aware of the marketing, promotional and course information (print or digital) available for prospective students including the supports and services available to them during enrolment and beyond.				
<b>Pre-Enrolment</b>	You are aware of the accessibility features and functions available within your RTO's website to support access, including any accessibility, usability and inclusion statements and guidance.				
<b>Pre-Enrolment</b>	You are aware of processes and information which identify and inform students about the supports, services and adjustments available during enrolment.				

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<b>You are aware that students have opportunities to discuss potential reasonable adjustments with student prior to enrolment.</b>					
<b>Enrolment</b>	You are confident to provide students with information about services and supports available in your RTO, including reasonable adjustments.				
<b>Enrolment</b>	When participating in student engagement, enrolment and orientation processes and activities you can identify the requirements of your courses including options for participation, core (inherent) requirements, and any specific licensing or professional registration associated with a course.				

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<b>Enrolment</b>	You understand processes for implementing Student Support/ Learning Plans and you are aware that students have the opportunity to consult on the development and monitoring their Student Support/Learning Plans				
<b>Participation</b>	You are aware of your RTO's supports, strategies and initiatives to help facilitate participation of students with disability.				
<b>Participation</b>	You know how to ensure accessibility of onsite and offsite activities e.g. vocational placement, field trips, industry site visits and work placements.				
<b>Curriculum - Delivery &amp; Assessment</b>	You follow your organisation's policies, procedures, and practices to support inclusive training and assessment.				

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<b>Curriculum - Training &amp; Assessment</b>	You know how the training and assessment strategies in your RTO are flexible and adjustable to meet the needs of a range of students.				
<b>Curriculum - Training &amp; Assessment</b>	You regularly review and improve training and assessment practices based on feedback from students with disability.				
<b>Curriculum - Delivery &amp; Assessment</b>	Your practice demonstrates flexibility and fairness when responding to student needs, such as language, literacy and numeracy, disability, different learning approaches and unplanned life events.				
<b>Inclusive Design &amp; Development</b>	Your design and development of learning activities apply the principles of UDL and ensure learning materials and resources, platforms and technology and tools are accessible, usable and inclusive.				

AREA	PRACTICE INDICATORS	BEGINNING (Starting)	DEVELOPING (Baseline)	COMPETENT (Confident)	REFLECTIONS FOR BUILDING CAPABILITY & IMPROVING PRACTICE
<b>Inclusive Design &amp; Development</b>	You gather feedback from students about the accessibility, usability and inclusiveness of your training and assessment design and development.				
<b>Inclusive Training and Assessment</b>	You regularly review the format of training delivery, assessments, study materials and resources to identify and reduce barriers to participation.				
<b>Inclusive Training and Assessment</b>	You ensure any content, activities and learning tasks are delivered in a way that is accessible, usable and inclusive for all students.				
<b>Inclusive Training and Assessment</b>	You consider how the learning space and environments can optimise student engagement and interaction, to be responsive to the needs of all students.				



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<b>Inclusive Training and Assessment</b>	You know how to create and convert learning and assessment materials into alternative accessible formats where required, or know how to achieve this within your RTO.				
<b>Inclusive Training and Assessment</b>	You have the capabilities to support students with different learning styles and varying needs including students with disability.				
<b>Reasonable Adjustments</b>	You know and apply your RTO's policy, procedures and practices for providing supports and reasonable adjustments.				
<b>Reasonable Adjustments</b>	You know how to review training package/product requirements to explore core (inherent) requirements, possible adjustments and maintain the integrity of the training package/product when applying them				

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<b>Reasonable Adjustments</b>	You know how to communicate effectively with a range of students about their support needs and adjustments.				
<b>Reasonable Adjustments</b>	You know who to consult in your RTO or relevant industry partners if you're unsure about the validity and reasonableness of the adjustment/s.				
<b>Reasonable Adjustments</b>	You know how to access resources to guide your practice and support you to apply reasonable adjustments.				
<b>Progression and Completion</b>	You talk to students about expectations of participation, progression and completion, and intervene early to help them monitor and manage their learning.				
<b>Progression and Completion</b>	You inform students about any changes that may affect the training or services your RTO provides, and about next steps and pathways.				

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<b>Supports and Student Services</b>	You are aware of the range of general and specialised student supports and services available to students and how they are accessed.				
<b>Supports and Student Services</b>	You engage in regular and ongoing training about support strategies that assist students with range of needs.				
<b>Supports and Student Services</b>	You access and Student Support/Learning Plans as appropriate in order to ensure reasonable adjustments are implemented, monitored and reviewed in order to effectively support students.				
<b>Supports and Student Services</b>	You inform students of the supports and services available and how to access them e.g. specialised equipment, assistive technologies and apps, and learning tools.				

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## 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](https://adcet.edu.au/vet/disclaimer) or by contacting the [Department of Employment and Workplace Relations](#).