

Reasonable Adjustment Policy

Contents

Purpose	1
Overview	1
Scope.....	1
Policy	1
Procedure.....	3
Associated Documents.....	3
Responsibilities and Publishing Details.....	3

Purpose

The intention of the Reasonable Adjustment Policy and Procedure is to inform Diversitat Training staff and students that, while academic standards (i.e. benchmarks) may be fixed, how they are achieved is not, as part of a competency-based learning environment.

Aligned with the Principles of Assessment (ASQA Standard 1.8) this policy ensures Diversitat staff apply reasonable adjustment, taking into account individual student's needs, while not compromising the integrity of the assessment.

Overview

At times students may require adjustment to assessment (for example students with a physical disability). By applying reasonable adjustment to training delivery and assessment methods, Diversitat promotes access and equity to all students and ensures a fair and reasonable assessment that is judged on merit, demonstrating no victimisation nor discrimination.

Diversitat Training will always conduct a range of assessment techniques and activities for each unit as provided in the Training and Assessment Strategy of each course.

Reasonable adjustment cannot be considered where a certain performance criteria requires a certain assessment method, e.g. if a student is specifically required to write a formal business tender, an oral version would not be evidence of competency.

Scope

This policy is to be applied by the Administration Coordinator, Enrolment and Training staff.

Policy

Diversitat Training will always conduct a range of assessment techniques and activities for each unit as provided in the Training and Assessment Strategy of each course.

All students will be required to demonstrate their underpinning knowledge and comprehension of the units that

make up the course or qualification. In the case of learners with an identified barrier, the method of assessment will be pre-determined to best accommodate the learner so that they will be able to easily work their way through the course or qualification requirements.

Reasonable adjustments are made to ensure that the student is not presented with barriers to demonstrating competency in the training program. Sometimes, it may be necessary to:

- Vary procedures for conducting assessment (e.g. allow extra time for assessments);
- Change the method of assessment (e.g. give verbal instructions rather than written); and
- Provide assistive technology, copyists, readers, and other support in examinations.

It is important that the reasonable adjustment does not lessen the integrity of the qualification, and that it would be reasonable to expect in a workplace. Reasonable adjustment cannot be considered where a certain performance criteria requires a certain assessment method, e.g. if a student is specifically required to write a formal business tender, an oral version would not be considered evidence of competency.

Students presenting with barriers to regular assessment techniques will require individual judgement of their capabilities (e.g. a student with a sight impairment may be assessed differently to a student with a full range of issues). The procedure for allowing for reasonable adjustment will therefore differ from case to case. Please see 5 Procedure for details.

The following information is presented to enable trainers and assessors to make a fair, valid and reliable decision when applying reasonable adjustment.

- Examples of barriers where reasonable adjustment may be applied include:
- English as a second language
- Language, literacy or numeracy needs
- Sensory diminished capacity
- Physical or intellectual disabilities
- Computer literacy

Modification or adjustments may be made to the:

- Learning materials and methods
- Physical environment and equipment
- Assessment conditions
- Unit-related learning activities
- Evidence gathering techniques
- Submission dates for assignments

Diversitat ensures that any alternative assessment methods are valid, fair, flexible and reliable.

Some examples include:

- Oral presentations
- Additional assignments and course work
- Dot-point assignments marked for content, rather than for structure (where applicable)
- Multiple-choice questions (where applicable)
- Practical demonstrations or production of models or displays

- Class presentations or role plays
- Competency conversations

Alternative or supplementary assignments such as taped interviews, slide presentations, photographic essays, etc.

- Use of modified equipment or assistive technology
- Use of translators or interpreters

Procedure

When a disadvantage or barrier to learning has been identified, either during the enrolment process, pre-training review and interview, foundation skills assessment or after the student has commenced, the Assessor must complete and implement a Student Support Plan.

The following steps must be followed:

1. Barrier or special need is identified either during the enrolment process or after training has commenced
2. Trainer discusses the support or modifications required with the student
3. Trainer completes a Student Support Plan
4. Trainer submits the Student Support Plan to the Training Co-ordinator to authorise
5. Trainer attaches the Student Support Plan to the student's file
6. Trainer updates the student's case notes
7. Trainer amends the student's Training Plan
8. Trainer submits the student's Training Plan to the Training Co-ordinator to authorise
9. Training Co-ordinator provides the Trainer with the resources to implement the additional support or modifications.
10. Trainer monitors the effectiveness of the additional support or modifications and adjusts accordingly with assistance from the Training Coordinator.

Associated Documents

- Recruitment and enrolment work instructions
- Student support plan

Responsibilities and Publishing Details

Document Name	Reasonable Adjustment Policy
Approved by	Carolyn Jones – Education Programs Manager
Summary of content (new) or amendments (revised)	Improved document layout and addition of contents.