

Policy Name:	Reasonable Adjustment Policy
Date:	10 September 2024
Responsible dept.:	Learning & Development
Current Version:	V4

PURPOSE

This Reasonable Adjustment Policy outlines The College for Adult Learning's (CAL) approach to the Disability Standards for Education.

SCOPE

This policy applies to CAL employees and all CAL students. It covers assessments conducted in all CAL courses.

POLICY

This policy covers:

- Legal Requirements
- Reasonable adjustments.

This policy and supporting documentation adhere to compliance with the Standards for Registered Training Organisations (RTOs) 2015.

Legal Requirements:

In 2020 the Australian Government reviewed the Disability Standards for Education 2005 (the Standards). The Standards help to make sure students with disability can access and participate in education and training on the same basis as students without disability. This includes preschool, school, vocational education and training, and higher education. The Standards explain the responsibilities education providers have under the Disability Discrimination Act 1992.

In 2005, the Commonwealth Government created the Disability Standards for Education. These Standards, last reviewed in 2020, were summarised by the Department for Education and Training in as:

Rights	Requirements
Enrolment	
<p>1. Right to seek admission and enrol on the same basis as prospective learners without disability including the right to reasonable adjustments.</p>	<p>1.1 Take reasonable steps to ensure that the enrolment process is accessible.</p> <p>1.2 Consider learners with disability in the same way as learners without disability when deciding to offer a place.</p> <p>1.3 Consult with the prospective learners or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.</p>
Participation	
<p>2. Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure learners with disability are able to participate in education and training on the same basis as learners without disability.</p>	<p>2.1 Take reasonable steps to ensure participation.</p> <p>2.2 Consult with the learner or their associate about the effect of the disability on their ability to participate.</p> <p>2.3 Make a reasonable adjustment if necessary.</p> <p>2.4 Repeating this process over time as necessary.</p>

Curriculum development, accreditation and delivery	
<p>3. Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as learners without disability and to have reasonable adjustments to ensure they are able to participate in education and training.</p>	<p>3.1 Enable learners with disability to participate in learning experiences (including assessment and certification).</p> <p>3.2 Consult with the learner or their associate.</p> <p>3.3 Take into consideration whether the disability affects the learner's ability to participate in the learning experiences.</p>
Learner support services	
<p>4. Right to access learner support services provided by education institutions, on the same basis as learners without disability.</p> <p>Learners with disability also have the right to specialised services needed for them to participate in the educational activities for which they are enrolled.</p>	<p>4.1 Ensure that learners with disability are able to use general support services.</p> <p>4.2 Ensure that learners have access to specialised support services.</p> <p>4.3 Facilitate the provision of specialised support services.</p>
Harassment and victimisation	
<p>5. Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.</p>	<p>5.1 Implement strategies to prevent harassment or victimisation.</p> <p>5.2 Take reasonable steps to ensure that staff and learners are informed about their obligation not to harass or victimise learners with disability.</p> <p>5.3 Take appropriate action if harassment or victimisation occurs.</p> <p>5.4 Ensure complaint mechanisms are available to learners.</p>

Reasonable Adjustment

Education providers are required to make reasonable adjustments. The Standards set out information about how education providers can meet the obligation to make reasonable adjustments where necessary.

An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. It can include aids, facilities or services that the student requires because of their disability.

In assessing whether a particular adjustment for a student is reasonable decision makers must have regard for all the relevant circumstances, including:

- The student's disability (including functional impact and related support needs)
- The views of the student and/or their carer or support person
- The effect of the adjustment on anyone else (such as fellow students)
- The costs and benefits of making the adjustment.

CAL may alter the learning and assessment strategies, assessment tools, learning materials, and provide additional support to learners with a disability or specific learning requirements enabling them to successfully complete the course without altering the academic integrity of the learning and/or assessments. Such changes or alterations are referred to as 'Reasonable Adjustment'.

Specifically, CAL ensures that:

- Learners have the opportunity to disclose any disabilities or specific learning needs upon enrolment and at any time during their studies
- Learners are encouraged to discuss their specific learning needs with their Enrolment/Admissions Officer and/or Coach or Assessor
- Learners are supported to succeed through the provision of comprehensive academic and non-academic support throughout their studies
- Learners have access to a range of external support resources, such as language, literacy, numeracy, and digital literacy resources (and financed by the student)
- Assessments are flexible and allow for reasonable adjustment without jeopardising the academic integrity of a course or program
- Assessments are conducted in accordance with the principles of validity, reliability, fairness, and flexibility

- Learner performance is analysed and used to inform the development of learning and assessment to meet the needs of learners and improve their learning
- Learners learn in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.

Quality and Continuous Improvement

This policy is subject to systematic review, evaluation and improvement, including annual review and ongoing feedback from stakeholders.

Related Documents and Forms

- Disability Discrimination Act (1992)
- Disability Standards for Education
- Standards for Registered Training Organisations (RTOs) 2015
- CAL Enrolment Form
- Student Handbook
- Student Selection and Enrolment Policy and Procedure.

PROCEDURE

Where reasonable adjustment is applicable:

- The coach/assessor will document the clauses that apply to reasonable adjustment,
- The coach/assessor will review relevant course materials/assessment tools and suggest reasonable adjustment process,
- The coach/assessor will develop an extended Individual Learning Plan (ILP) to support the reasonable adjustment,
- The coach/assessor will submit the proposed Reasonable Adjustment application to learning and development manager for sign off,
- The learning and development manager will add the student to the 'high risk register', if approved,
- The coach/assessor will send the draft plan to the student for approval/sign off,
- If agreement cannot be made, the proposal will be taken to the director of learning and development for review,
- The coach/assessor, along with the learning and development manager and the student will implement the reasonable adjustment process,
- The coach/assessor will monitor and review the reasonable adjustment process during the student's time with CAL.

Policy Administration			
Version	Date Approved	Approved by	Next Review Due
1	07 August 2015	Helen Sabell	August 2017
2	06 June 2018	Helen Sabell	June 2019
3	12 September 2019	Sarah Sabell	Set 2020
No changes required	29 July 2022	Sarah Sabell	July 2023
4	10 September 2024	Sarah Sabell	September 2025
Compliance References			
Statutory	The <i>Standards for Registered Training Organisations (RTOs) 2015</i> Clauses: 1.7, 5.1		
Industry	Vocational Education and Training (VET)		
Document Located	E:\Public Documents\03_CAL Operations\CAL Policies\02_CAL POLICIES STUDENTS		