Trainer Assessor Fact Sheet

Reasonable Adjustment

Definition and Guidelines

The Australian Qualifications Training Framework (AQTF) defines reasonable adjustment as adjustments that can be made to the way in which evidence of student performance can be collected.

Good vocational education, training and assessment includes making adjustments to what we do to meet the learning and assessment needs of individuals.

Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent decisions should not be altered in any way.

Standards expected should be the same, irrespective of the group and/or individual being assessed.

Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

Where the qualification outcome is specifically related to an 'occupational' outcome, any reasonable adjustment may only be accommodated in the assessment process if the workplace can be similarly 'adjusted' to accommodate the needs of the student.

It is expected that a person with a special need or specific medical condition that could negatively impact on the assessment of his/her studies will be able to advise Sage Institute of Education in regard to what adjustment(s) he/she needs to be able to demonstrate competence.

Students could have a range of identified needs that might prevent them from progressing through the training and assessment program. This might include:

- Learning/educational needs
- Anything related to physical ability
- Cultural background
- Social needs

Assessment processes and techniques should be culturally appropriate and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.

Where applicable, physical resources should include equipment modified for people with specific needs as well as assistance to support the participation of the student with a special need(s) in the assessment process.

The Disability Standards for Education 2005 provide greater clarity on areas where reasonable adjustment can be applied for a disabled student.

The Disability Discrimination Act 1992 does not require changes to be made if they will cause major difficulties or unreasonable costs to a person or organisation. This is called 'unjustifiable hardship'.

Before claiming that adjustments are unjustified, training staff at Sage Institute of Education need to consider how an adjustment might be made, discuss this directly with the person involved and consult relevant sources for advice.

Learners should be given every reasonable opportunity to complete their training program.

Confidentiality and Privacy

Reasonable adjustment must be treated by all parties as strictly confidential. Information about a student's reasonable adjustment shall only be discussed with, or made available to, a person who:

1. is a party to the reasonable adjustment
2. is or has been legitimately involved in the management of that reasonable adjustment or
3. has a formal management role in following up the consequences or implications of the reasonable
adjustment.

Support persons or any other observers must refrain from discussing the reasonable adjustment with each other or with the parties unless those discussions are in accordance with the management of the reasonable adjustment.

Parties must be aware of the consequences if there is a breach of confidentiality. These consequences include disciplinary action under the staff member's applicable employment agreement.

**Process:**

1. A candidate with a special need may choose to discuss this with a Career's Advisor at the initial phone enquiry. If this is the case, the Career's Advisor can send a pre-alert email to the Training Manager of the relevant program department.

2. If the candidate with a special need commences the program, his/her special need should be noted and signed on the Enrolment Form as part of the Enrolment process.

3. All candidates are asked to complete a formal assessment of their language skills, literacy and numeracy prior to their enrolment.

4. An Administrative Team member must process this person's special need on VetTrak, upload the Enrolment Form to Sharepoint in the student's electronic file, and communicate with the Training Manager of the relevant program department, of the candidate's special need.

5. The Administrative Team Member adds the student to a Student Support Spreadsheet that is filed electronically in the relevant department training team on Sharepoint.

6. An alert email is also sent to the Training Manager by the Administrative Team Member, that contains a link to the Student Support Spreadsheet on Sharepoint.

7. A Reasonable Adjustment Planning meeting is arranged between the Training Manager and student applicant. In most situations the student applicant with the special need will be able to tell the Trainer what adjustments they need in order to be able to study. In certain cases, applicants will be required to provide third-party evidence of the stated condition to be eligible for reasonable adjustment. The student applicant may need a support person/advocate at this meeting and future meetings.

8. At this meeting a Reasonable Adjustment Form is signed by both parties and a second meeting, to include the Academic Director and allocated trainer is arranged.

9. The Training Manager arranges a Reasonable Adjustment Action Plan Meeting. This meeting will include his/herself as well as the Academic Director or representative and the allocated Trainer. At this meeting the validity of putting in place a reasonable adjustment process is discussed and decided. The Trainer is to meet with their Manager to discuss options. It may be decided:
   - the integrity of the unit of competency cannot be maintained
   - that advice should be sought from government agencies or support organisations to determine what needs to be done to accommodate the individual's special needs
   - the workplace cannot be 'adjusted' to accommodate the needs of the students as the qualification outcome is specifically related to an 'occupational' outcome.
   - trainer(s) may need extra training to support the student applicant

10. A Reasonable Adjustment Action Plan may be put in place if it is decided a reasonable adjustment is appropriate.

11. The Training Manager arranges a second meeting with the student applicant and allocated trainer. The Reasonable Adjustment Action Plan is discussed, accepted and signed by all parties.

12. Staff training may be identified as being necessary depending on the special need of the student.

13. The student may be assigned a mentor/coach depending on their special need.

Reasonable adjustment provided to students will vary according to the client group. Services Sage Institute of Education may offer include:

- Study support and study skills programs
- Language, Literacy and Numeracy (LLN) programs or referrals to these programs
• Equipment, resources and/or programs to increase access for learners with disabilities
• A Learning Resource Centre
• Referral to specialist services such as for mediation or counseling
• Information technology (IT) support
• Adaptation of the assessment methodologies without impacting on the validity of the attainment of the relevant competencies. For example, allowance of extra time, varying question and response modalities (such as use of oral questioning rather than written, and audiotaped or videotaped answers instead of written answers, large print learning materials)
• Learning and assessment programs customised to the workplace where appropriate

Monitoring

14. The Training Manager will review the progress of the student to check he/she is progressing satisfactorily.

15. The Training Manager may also review the support service(s) provided where necessary, gauge their effectiveness and monitor their usage by the student(s).

Responsibility

The Training Manager shall be responsible for co-ordinating and implementing the Reasonable Adjustment Policy and Procedure.

Related Policies

The process above is supported by the following policy:

1. Collection, Use and Disclosure of Personal Information Policy and Procedure

Reference Documents and Forms

1. Reasonable Adjustment Form
2. Reasonable Adjustment Action Plan
3. National Vocational Education and Training Reform Act 2011
5. Disability Standards for Education 2005
7. Victorian Information Privacy Act 2000

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