

## PP73 REASONABLE ADJUSTMENT POLICY

### PURPOSE

The purpose of this policy is to ensure students with a disability are provided with the same learning opportunities as students without a disability and the same opportunity to perform and complete assessments as those without a disability.

### SCOPE

This policy applies to all staff and students of Southern Cross Education Institute.

### DEFINITIONS

Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
SCEI	Southern Cross Education Institute
Student	Active, on-campus student with a current course of enrolment with Southern Cross Education Institute. Includes a person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act, but does not include students of a kind prescribed in the ESOS Regulations
Reasonable adjustment	Term applied to modifying the learning environment or making changes to the training delivered to assist a student with a disability.

### POLICY

SCEI enables reasonable adjustments to be made to assessment procedures for people with special needs, such as people with disabilities or with language or literacy difficulties.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with a disability, to the maximum extent that those adjustments do not cause that education provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

The Disability Discrimination Act 1992 includes a very broad definition of disability, including illness or disease, past disability and present disability. VET students could have a range of disabilities such as:

- Learning disabilities
- Sensory impairments(including vision, hearing or speech impairment)
- Physical or mobility impairments
- Psychological or psychiatric impairments(or mental illness)
- Disabilities, such as cerebral palsy or head injury, which may result in multiple impairments
- Medical conditions such as HIV or AIDS, cancer, or chronic fatigue syndrome (which may result in multiple disabilities)
- Intellectual disabilities.

SCEI treats every case relating to reasonable adjustment individually. Students can inform SCEI of their disabilities through the Pre Training review, Application to Study form and the Enrolment Agreement Form.

Disclosure of a disability is the choice of the student and is not a requirement for participation in a VET course or non-accredited course. But encouraging students to share information about the impact of their disability on their learning helps to justify and make the necessary reasonable adjustments.

Any information about a student's disability is shared and decisions about reasonable adjustment made collaboratively with the student, trainer, campus or training manager and welfare officer. Consideration in the decision making process will include students special needs such as:

- Writing
- Reading
- Hearing
- Communicating with others or getting ideas across
- Moving or manipulating objects
- Paying attention / staying on track
- Sitting for long periods
- Moving around the learning environment
- Remembering / retention
- Dealing with frustration

The Campus or Training Manager will design suitable training for the individual and assign the student to a particular trainer. Minutes will be taken of all meetings held and any related documentation, including file notes, will be kept in a separate welfare student file (restricted access). As part of professional development, each trainer will be made aware of policy relating to this process. If the course is not suitable for the particular student, SCEI will offer counselling about alternative training and career path options.

The following examples may be applied for reasonable adjustment:

- Modifying workstations
- Modifying premises
- Modifying or providing equipment
- Adapting delivery strategies
- Ensuring that course activities are sufficiently flexible
- Providing additional support to students where necessary
- Customising resources and activities within the training package or accredited course
- Modifying the presentation medium
- Making information accessible both prior to enrolment and during the course
- Monitoring the adjustments to ensure student needs continue to be met

Any changes or modifications to courses and assessment need to be done in a way that maintains the integrity of the course and the qualification.

SCEI will not make changes to any accredited or non-accredited courses which would undermine the academic integrity of the course.

#### RELATED DOCUMENTS

PP09 Student Support Services Policy  
PP44 Fair Treatment and Equal Benefits and Opportunity Policy  
PP77 Assessment Policy and Procedure

#### LEGISLATIVE CONTEXT

Standards for Registered Training Organisations (RTOs) 2015: Clauses 1.8 – 1.12  
Disability Discrimination Act 1992 (Cth)  
Disability Standards for Education 2005 (Cth)

## RESPONSIBILITIES

### Compliance Manager, Campus Manager and Training Manager

Responsible for the development, compliance monitoring and review of this policy.

### Students

Have the responsibility to inform SCEI of their special needs to ensure this policy is applied.

### Trainers and Assessors

Required to abide by this policy

<b>Author</b>	Compliance Manager
<b>Approved by</b>	Chief Executive Officer
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