

Reasonable Adjustment

Organisational Area

RTO

Authorisation

This procedure was reviewed and adopted by the Park Orchards Community House & Learning Centre Incorporated (POCH&LCI) on 7th of April 2025.

Review Date

This procedure will be reviewed annually or sooner if required.

Scope

This procedure is for the Manager, VET Coordinator, Trainers and Assessors and any Staff at POCH&LCI who are involved in the assessment process of students in Vocational Education and Training.

This procedure also applies to applicants and students at POCH&LCI.

Objective

This procedure outlines the process for identifying a student with a disability, requiring reasonable adjustments, and how the registered training organisation might support their VET training and assessment journey with appropriate supports.

We recognise the importance of ensuring equal access and opportunity for all individuals, including those with disabilities or specific learning needs. This policy is aligned with relevant legislation, including the Disability Discrimination Act 1992, Disability standards for education 2005, and the Standards for Registered Training Organisations (RTOs) 2025.

Procedure

Identifying students for additional support commences at the pre-enrolment process and during the Pre-Training Review. If a student has indicated that they have a form of disability or require additional support, enrolling staff will advise the VET Coordinator. The VET Coordinator will contact the student and discuss their needs. This will be documents on the Pre-training review document.

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

The *Disability Discrimination Act 1992* includes a very broad definition of disability, including illness or disease, past disability and present disability.

The VET Coordinator or Manager will discuss with Trainers/Assessors those students for whom adjustments in teaching or assessment will need to be made and the types of adjustment that are possible.

It is important that Trainers and Assessors take meaningful, transparent and reasonable steps to consult and to consider and implement reasonable adjustments for students with a disability.

Examples of adjustments:

- Modifying workstations
- Modifying or providing equipment
- Modifying premises
- Recording of oral answers
- Photo/video evidence
- Completion of practical tasks
- Note-taking support
- Adapting assessment and/or delivery strategies
- Use of trained support staff including specialist teachers, note-takers and interpreters
- Allowing for alternative assessment methods,
- Allowing additional time for completion of work
- Providing notes or materials in different formats
- Modifying educational premises, for example providing ramps,
- Modifying toilets
- Ensuring that classes are in rooms accessible to the student

Trainers and Assessors are required to consider reasonable adjustments in assessment and training for people with a disability.

Adjustments can only be made to help the student obtain/ show competency; the competency requirement itself may not be altered.

If a reasonable adjustment is not appropriate or possible, or POCH&LCI is unable to provide suitable equipment, the student must be informed as soon as reasonably practical, and other options discussed.

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 RTO 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 Trainers and Assessors and the interests of students with and without disability.

Compliance

ASQA 2025 Standards Clause 2.4

Related Documents

Access, Equity and Cultural Diversity Policy
Assessment Policy
Enrolment Policy
Enrolment Procedure
Enrolment Form – accredited
Pre-Training Review Policy
Pre-Training Review Procedure
Reasonable Adjustment Policy

Date reviewed	Version	Details of changes (if any)	Date of next review
17/09/2015	1	Original document	17/09/2016
28/06/2017	2	Update VET Coordinator title Reference Pre-Training Review Policy and Procedure.	28/06/2018
14/07/2020	3	Major review	14/07/2021
1/3/2022	4	Update to ASQA	1/3/2023
3/11/2023	5	Annual review	3/11/2024
7/04/2025	6	Update to 2025 ASQA Standards	7/04/2026

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