
Name: Reasonable Adjustment Policy & Procedure
Endorsed by: Continuous Improvement Committee
Date approved: 5th May 2019
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PURPOSE

EWET is committed to providing an accessible, inclusive work environment to enable people with a disability to participate fully in all aspects of training. This commitment is consistent with the *Disability Discrimination Act 1992*, which seeks to eliminate discrimination and remove barriers for people with disability.

SCOPE

This policy applies to all members of EWET training and assessment community.

RELATED DOCUMENTS

- Trainer Allocation Reports
- Trainer Schedules
- LLN Test
- Student Support Procedure
- Student and Employer Evaluations
- Student Selection Procedure

RELEVANT STANDARDS, GUIDELINES & REGULATIONS

This Reasonable Adjustment Policy & Procedure document addresses:

- Chapter 3, Student Selection Procedure, supporting students (clause 1.7), keeping students informed (clause 5.4), managing complaints and appeals (clauses 6.1 to 6.6).
- Australian Qualifications Framework (AQF).

POLICY

Reasonable adjustment may be required for any number of health or personal circumstances. However, it has particular relevance for people with a disability. Other applications may include people with:

- caring responsibilities
- those recovering from injury or illness
- people managing a chronic medical condition
- victims of domestic or family violence or
- any other personal extenuating circumstances.

The term is applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability, special needs or any learning requirements.

It is expected that a person with a disability or specific medical condition that could negatively impact on the assessment of his/her studies will be able to advise EWET regarding what adjustment(s) he/she needs to be able to demonstrate competence.

PROCEDURES

Below are examples of alternative assessment methods that may help you make a decision when planning to make a reasonable adjustment. These should be considered when discussing with the student.

Where you have agreed to reasonable adjustment, you must make a file note on the “Student File Note” sheet ensuring you have captured the reasonable adjustments agreed to.

The assessment activity sheets must also reflect the reasonable adjustments made and if the Trainer/ Assessor is concerned they may not meet unit of competency requirements, then they should consult with the Compliance Manager.

If the learner has difficulty with	You may be able to adjust your assessment through
Concentration	<ul style="list-style-type: none"> • Split sessions – break the assessment into appropriate component sections which can be undertaken separately • Rest breaks in lengthy sessions • Separate assessment venue if learner is distracted by other movements or noise • Additional time • A variety of assessment methods, for example, recording devices for oral testing, telephone assessments for off campus testing • Evidence provided by the learner of completing the task in another venue, for example, an employer could verify satisfactory demonstration of the competence
Expressing knowledge in writing	<ul style="list-style-type: none"> • Oral assessment • Digital recorder or similar • A scribe • Sign language interpreter • Additional time
Spelling and / or grammar	<ul style="list-style-type: none"> • Additional time • A scribe • Sign language interpreter • Oral assessment • Digital recorder or similar • A computer with generic spelling and grammar checkers, dictionaries, thesauruses or specialised literacy software • Models and practical examples for the learner to demonstrate what he or she means • Alternative assessment methods such as recorded interviews, slide presentations, photographic essays or models
Numbers and numerical concepts	<ul style="list-style-type: none"> • Additional time • A calculator • Assistive technology / equipment, for example, a calculator
Understanding spoken information and instructions	<ul style="list-style-type: none"> • Additional time • Written instructions to complement the spoken information / instructions • Sign language interpreter • Rest breaks or split sessions • Simple direct language • Step by step instructions • Repetition of information given • Paraphrasing to check for understanding – ask the learner to repeat what she / he is required to do • Demonstration of what is required

Examination – related stress	<ul style="list-style-type: none"> • Additional time • Rest breaks • Separate examination venue • Online assessments • Other assessment methods, for example assignment or third-party evidence
The English language	<ul style="list-style-type: none"> • A computer with spelling and grammar checker, dictionary and thesaurus • Additional time • Language interpreter
Maintaining writing posture for any length of time or writing quickly	<ul style="list-style-type: none"> • Digital recorder or similar • Oral assessment • A personal computer • Rest breaks • A scribe • Other assistive technology or equipment • Additional time
Reading standard sized print / handwriting	<ul style="list-style-type: none"> • Technology such as magnifying devices to enlarge print or screen readers • Braille examination papers • Specialised writing pens • Oral assessment or recorded questions • A reader • Additional time • Models, graphics or practical examples to illustrate questions • Heavy lined paper
Hearing verbal information	<ul style="list-style-type: none"> • Facing the learner and speaking clearly • Producing all relevant information in writing • Assistive technology / equipment • Sign language interpreter • Additional time
Physical tasks such as us turning pages	<ul style="list-style-type: none"> • A disability support worker • A personal assistant provided by the learner • Alternative methods of competence demonstration, for example, oral assessment or third-party evidence • Assistive technology / equipment • Additional time
Oral communication	<ul style="list-style-type: none"> • Additional time • An interpreter • A computer with voice synthesiser • A reader for the learner’s work

Considerations

Consider other needs of the learner	
Physical Environment	<ul style="list-style-type: none"> • Lighting and the elimination of glare for learners with low vision or epilepsy • Suitable furniture • Adequate space for equipment and support personnel • Access to PowerPoint for equipment
Separate examination venue	<ul style="list-style-type: none"> • If distracted by others • If creating distraction due to noise when using equipment or support personnel