

Reasonable Adjustments Policy and Procedure

MSC RTO is committed to providing all students with opportunities for success in completing the VET courses leading to SACE/ATAR pathways for further education or employment.

RTOs have obligations under the Disability Standards for Education 2005 and the Disability Discrimination Act 1992 to support students with disability to access and participate in training and assessment on the same basis as students without disability. As part of this, RTOs are required to make reasonable adjustments to support students with disability, consistent with Part 3 of the Disability Standards for Education 2005.

Reasonable adjustment means modifications or changes that give you equal opportunities in training and assessment. Adjustments need to be '*reasonable*'. That is, they need to consider the needs of everyone involved so that no one is disadvantaged. This includes you, other learners, your trainer / assessor and the impact on MSC RTO quality assurance of standards.

Reasonable adjustment requirements outlined in the Standards for NVR Registered Training Organisations 2025 include:

Standard 2.4 requires: that reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis. An RTO demonstrates this by supporting VET students to disclose their disability if they choose, making reasonable adjustments where appropriate, and promptly communicating to the VET student the reasons why if reasonable adjustments are not appropriate or possible.

There are two guiding principles underlying the context for reasonable adjustment in education — inclusive practice and universal design for learning. These principles are inherent in a learner-centred approach; they benefit all learners and can reduce the need for specialised services or supports for individual learners.

Inclusive practice is about trainers using a range of teaching strategies to meet individual needs, and provide learning experiences that:

- take into account differing learning styles or preferences
- recognise the differences among learners
- ensure no one is excluded.

Universal Design for Learning is an approach to teaching and learning that aims to provide equal opportunities for all students, regardless of their abilities, backgrounds, or preferences.

Reasonable adjustment **does not**:

- give you an advantage over others
- mean that course standards or outcomes will be changed for you – you still need the basic knowledge and skills to do the course and will need to show competence in all tasks. The courses provided by MSC RTO must demonstrate the required skills and knowledge as per the evidence requirements of the units of competency within the qualification as published on <https://training.gov.au/>
- mean that you do not have to adhere to the MSC RTO Code of Practice
- give you a guarantee of successful completion - you still need to meet the standards established for the outcome
- You will have a say in deciding what your reasonable adjustment will be. The decision will take account of:
 - your needs, abilities and independence
 - how and what support would be provided
 - the types of reasonable adjustment and resources available

Some examples of reasonable adjustment are:

- books or learning materials in an alternative format, e.g., audio, electronic
- access to specialised software or equipment
- assistance from a support person, e.g., SWS support person/SSO at school
- extra time to complete assessments to be negotiated with Trainer and Assessor

MSC RTO Trainers and Assessors share responsibilities and obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005 to make reasonable adjustments in training and assessment to enable students eligible on the grounds of disability to participate in programs, and associated assessments, on the same basis as other students. In addition, it is recognised that students affected by misadventures or personal circumstances that are beyond their control, or the control of their Trainers and Assessors, may also require reasonable adjustments in training and assessment to participate in programs, and associated assessments, on the same basis as other students.

In making reasonable adjustments, assessments must demonstrate the required skills and knowledge as per the evidence requirements of the units of competency within the qualification.

1. Purpose

The Reasonable Adjustments Policy and Procedure supports the MSC RTO Access and Equity policy meeting the needs of individuals and/or groups who might be otherwise disadvantaged. This includes providing fair allocation of resources and equal opportunity to access training services to eligible applicants.

The policy supports social inclusion and differentiation by enabling eligible students to demonstrate what they know, understand and can do in relation to the learning and assessment requirements of VET courses.

It is intended that the policy be applied flexibly, where possible, for eligible students.

For students with disability the Reasonable Adjustments policy seeks to ensure continuity and consistency of adjustments between MSC RTO Trainers and Assessors assessments and third-party reports, where applicable.

2. Policy principles

The principles that underpin this policy are that:

- a) Students who are unable to participate in or comply with the requirements or conditions of the assessment on the same basis as other students, due to disability, misadventure, or personal circumstances, are eligible for reasonable adjustments (eligibility, reasonable adjustments).
- b) All eligible students are supported by their Trainer/Assessor and placement supervisors to access reasonable adjustments in training and assessment (equitable access).
- c) The same knowledge, skill requirements and performance evidence standards are applied to all students whether or not they are granted reasonable adjustments (same required competency standards).
- d) Decisions about eligibility for reasonable adjustments are evidence based and considered on a case-by- case basis (evidence based, case-by-case).
- e) Decisions about reasonable adjustments are based on consultation with the student (or an associate of the student, such as a parent or carer) and give regard to the effect of the adjustment on the student's ability to achieve learning outcomes and participate in assessment and the student's independence (consultation, effect of adjustment).
- f) Reasonable adjustments should provide opportunities for eligible students to demonstrate what they know, understand and can be competent in the units of a VET qualification (demonstrate achievement).
- g) Reasonable adjustments may vary for each VET qualification and assessment to assessment according to the eligible student's choice (flexibility, student choice).
- h) Reasonable adjustments address disadvantage for eligible students (address disadvantage).
- i) Decisions about reasonable adjustments are conducted ethically with integrity, accountability and transparency for students (ethical, transparent).
- j) The Trainers and Assessors at MSC RTO and administrative team are mutually responsible for bringing the Reasonable Adjustments Policy and Procedure to the attention of students and families (responsibility for dissemination of information).

3. Relevant legislation

MSC RTO is subject to the following legislation in relation to this policy:

- a) the Disability Discrimination Act 1992 (Cwlth) as amended in 2015
- b) the associated Disability Standards for Education 2005
- c) the Equal Opportunity Act 1984 SA
- d) Australian Education Regulation 2013

4. Policy statement

It is expected that students will enrol into a VET course at MSC RTO with an expectation of being able to demonstrate the required knowledge, skills and performance standards of the qualification.

Approval for reasonable adjustments is based on information from the eligible student, their trainers, other school staff and independent evidence from professionals or community members, as appropriate. Reasonable adjustments may be granted on a short-term or long-term basis, depending on the grounds for eligibility and a student's particular circumstances. Long-term provisions should be monitored and reviewed regularly in collaboration with the student (or an associate of the student) to ensure that the reasonable adjustments provided continue to be the most appropriate adjustments for the student.

It is not expected that a student will apply for reasonable adjustment after the release of the results for a given semester or school year.

MSC RTO does not report the granting of reasonable adjustment in a particular VET course on the Record of Results, or the Certificate.

5. Grounds for eligibility

Students are eligible for reasonable adjustments on the following grounds:

- disability as defined in the Disability Discrimination Act 1992 (DDA)
- misadventure
- personal circumstances

5.1 Eligibility on the grounds of disability

Disabilities for which students are eligible for reasonable adjustments in accordance with the DDA include but are not limited to:

- physical disability (e.g., multiple sclerosis, paraplegia, muscular dystrophy, cerebral palsy)
- vision impairment (e.g., cataracts, glaucoma, abnormal colour vision, double vision)
- hearing impairment (e.g., deafness)
- medical condition (e.g., illness, chronic fatigue syndrome, glandular fever, diabetes, Crohn's disease, epilepsy, wrist injury)
- psychological disorder (e.g., depression, anxiety disorder, attention deficit and hyperactivity disorder, obsessive compulsive disorder, schizophrenia, bipolar disorder, anorexia nervosa, sensory disabilities)
- specific learning disorder (a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction)

5.2 Eligibility on other grounds

Other grounds for which students may also be eligible for reasonable adjustment are:

- misadventure (an incident beyond the student's control, e.g., a death in the family, family situation)
- personal circumstances (e.g., interrupted schooling because of family responsibilities or cultural obligations).

5.3 Ineligible grounds

Students are not eligible for special provisions on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g., misreading an assessment schedule, misreading instructions in assessment)
- matters of the student's own choosing (e.g., family holidays)
- matters that the school could have avoided (e.g., incorrect enrolment in a subject).
- ongoing absence/unapproved absences

6. Reasonable adjustments

Reasonable adjustments are many and varied and should be determined on a case-by-case basis, according to the needs of the student and the nature of the assessment. An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected.

Reasonable adjustments may include, but are not limited to:

- additional writing time in timed assessments
- additional reading time in timed assessments
- extensions to due dates
- provision of assessments/tasks electronically
- provision of assessments/tasks in a paper format
- reduction to the length of a task/assessment
- rest breaks
- special printing requirements for tasks/assessments (e.g., enlarged print, special font, coloured paper, Braille paper, printing with/ without particular colours)
- time to attend to medical needs without loss of assessment results
- use of a reader, clarifier, voice assisted technology or visual aids
- use of a word processor or scribe
- variations to the form of assessment (e.g., a written task presented orally if learning requirements can still be met)
- Additional support where necessary (taking into account an individual's specific needs)
- Reasonable substitutes within the overall course context for learners who cannot participate

In determining reasonable adjustments in training and assessment MSC RTO Trainers and Assessors understand that reasonable adjustments cannot be used to compensate for learning that has not occurred. A student cannot be granted an exemption from the learning requirements or the knowledge and skill requirements of a unit of competency in a VET course or be granted an exemption from any of the VET course requirements, through the application of reasonable adjustments.

7. Responsibilities

The MSC RTO recognises that the quality of student assessment in the VET course, together with the integrity of students' results, is dependent on a partnership between the Trainer/Assessor and Third-Party Reports, where applicable. Decisions about eligibility, reasonable adjustments and the administration of reasonable adjustments reflect this commitment to assessment integrity through partnership.

An RTO is not expected to do anything that would compromise the integrity or validity of the unit of competency and its requirements. A balance must be found whereby an RTO continues to meet its obligations to provide quality, compliant training and assessment, and also meets obligations to provide reasonable adjustment, therefore ensuring learners with a disability can have maximum participation in training and assessment activities.

7.1 Trainer and Assessor Responsibility

Trainer/Assessors are responsible for identifying and implementing reasonable adjustments that can be managed within the classroom context. For example, decisions about adjustments to classroom, extra time or extensions for assessments, adjustments to course material in alternate formats— electronic, large print, braille, alternate assessment tasks, note-taking support, rest breaks or use of assistive technology can be determined and managed by Course Trainers/Assessors.

Trainers can refer to the MSC RTO Reasonable Adjustment ACCESS Form on the R drive and seek advice from the RTO/VET Leader to support the fair and equitable management of reasonable adjustment at the classroom level. Reasonable adjustment information to be provided to third parties or placement supervisors, where applicable and all communication to be documented using RTOStudentscomm inbox.

7.2 MSC RTO Administrative personnel responsibilities

The MSC RTO Administrative personnel is responsible for considering and documenting requests for reasonable adjustments for eligible students during enrolment interviews. All special needs or learning barriers are to be documented on Day map and flagged for Trainer and Assessor attention before the course commences.

All requests for reasonable adjustment recorded on Day map must include a clear recommendation regarding the eligibility of the student for reasonable adjustment and the appropriateness of the adjustment(s) requested.

If necessary, the Trainer and Assessor will consult with the RTO administrative personnel and/or the student regarding proposed adjustments to ensure the reasonable adjustments granted are manageable for the Trainer and Assessor. SWS and SSO help is to be arranged at the earliest possible stage where applicable after seeking student/guardian consent.

7.3 Student responsibilities

Students (or their associates) are responsible for providing true and accurate information regarding eligibility for reasonable adjustments and for working with their Trainer and Assessor to determine the most appropriate reasonable adjustments in training and assessment.

7.4 Record keeping

Trainers and Assessors and MSC RTO Administrative Team are responsible for maintaining records of the reasonable adjustments provided respectively to students for VET courses and work placement tasks, where applicable. Records should include grounds for eligibility and the reasonable adjustment provided for each student. The records should enable schools to meet any reporting obligations to sectors and for the Nationally Consistent Collection of Data on School Students with Disability for the purposes of sections 4, 52(3A) and 58A of the Australian Education Regulation 2013.

The records should also enable the MSC RTO/VET Leader to monitor the effectiveness of the reasonable adjustments for audit and quality assurance purposes.

8. Grievances, appeals, and investigations

A grievance, appeal and investigation process is available when a student (or an associate of the student) believes that decisions or other actions taken in relation to reasonable adjustment in training and assessment, for either classroom or external assessments, have not been carried out in accordance with the MSC RTO'S Reasonable Adjustments Policy and Procedure. Marden Senior College Assessment Appeals Procedure outlines the processes to be followed.

9. Monitoring

MSC RTO/VET Leader to monitor, evaluate, and document the appropriateness and effectiveness of the Reasonable Adjustments Policy and its procedures.

The information in this document has been developed in accordance with the following:

Disability Discrimination Act 1992 (Cwlth) as amended in 2015

the associated [Disability Standards for Education 2005](#)

the Equal Opportunity Act 1984 SA

Australian Education Regulation 2013

References

TransTrain PTY LTD - Reasonable Adjustment Guidelines | V3 | October 2015

<https://www.velqtraining.com/knowledge/topics/128>

Helpful documents and resources

[Reasonable Adjustment in teaching, learning and assessment for learners with disability – a guide for VET practitioners](#)

[Reasonable Adjustments: Specific Learning Disabilities](#)

[Reasonable Adjustments: ADCET guide to Reasonable Adjustments and examples for different types of disability](#)