



# Policy

## Reasonable Adjustment Policy & Procedure

This is the College of Public Employment (C.O P.E.) Reasonable Adjustment Policy, this document shows how we determine if reasonable adjustment is required and what examples of reasonable adjustment are.

As a Registered Training Organisation (RTO), C.O P.E. must determine the support needs of individual participants and provide access to the educational and support services necessary for the individual participant to meet the requirements of the training product as specified in the training package or VET accredited course.

1. Purpose RTOs are required to comply with the Standards for Registered Training Organisations 2015, the Disability Discrimination Act 1992 (DDA), and the Disability Standards for Education 2005 when providing services for participants who may have a disability. Participants with a disability or who do not possess the required level of Language, Literacy & Numeracy (LLN) skills, should be provided with reasonable adjustments to enable them to meet the fundamental abilities, skills and knowledge required in order for them to be deemed competent in the units of competency and complete the course, provided this does not cause unjustifiable hardship to the RTO. However, if a participant cannot meet the fundamental requirements of a course, even with adjustments, the course may still be unsuitable for the participant. Alternate course and/or career path options should be discussed with the participant if this is the case.

2. Communication to Participants C.O P.E. participants are informed about Reasonable Adjustment through: • Initial identification at the pre-enrolment interview • The C.O P.E. Enrolment Form • The C.O P.E. Participant Handbook • At the Course Orientation • The Language, Literacy and Numeracy Policy and Procedure

3. Scope C.O P.E. will take meaningful, transparent and reasonable steps to consult and to consider and implement reasonable adjustments for participants with a disability or LLN barriers.

4. Definition Reasonable adjustment means modifications or changes that gives participants with a disability the same opportunities in training and assessment as a person without a disability. Adjustments need to be 'reasonable'. This is, they need to consider the needs of everyone involved so that no one is disadvantaged. This includes the participant with the disability, other participants, C.O P.E. trainers / assessors as well as the impact on C.O P.E. as a training organisation. Reasonable adjustment does not:



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- Give a participant with a disability an advantage over others;
- Mean that course standards or outcomes will be changed for a participant with a disability; a participant with a disability still needs the basic knowledge and skills to do the course and will need to show competency in all tasks
- Mean that a participant with a disability does not have to follow the participant rules;
- Give a participant with a disability a guarantee of successful course completion; participants with a disability still need to do the work

### 5. Requirements Reasonable adjustment instructions:

- Participants with a disability or difficulties with language, literacy and numeracy seeking reasonable adjustment in their training and assessment should either; Disclose their disability to C.O P.E. during the enrolment process; or Discuss their requirements with the C.O P.E. General Manager and/or their Trainer / Assessor prior to the start of the component of study or at the earliest possible time once the training has commenced.
- Participants must formally request Reasonable Adjustment by completing the Reasonable Adjustment Application Form.
- Participants seeking reasonable adjustment will be required to provide documentation (third party evidence - eg medical or school reports) to support their request.
- Reasonable adjustments should be negotiated directly with the person with the disability as they are best able to explain the impact of their disability on their study and what adjustments may help them, or what they have found useful in the past.
- The trainer / assessor will consider the information presented within the Reasonable Adjustment Application form together with the discussions undertaken with the participant. The trainer / assessor will then determine and recommend the most appropriate adjustments for that participant (if any) and document as a Reasonable Adjustment Plan on the Application Form.
- The C.O P.E. General Manager will review the proposed Reasonable Adjustment Plan and either 'Approve' or 'Not Approve'.
- A Reasonable Adjustment Plan which is 'Not Approved' must have the rationale behind the decision documented on the Application Form. If a participant's request for reasonable adjustment in their training and assessment is 'Not Approved', they may lodge an appeal (in accordance with the appeal process detailed in C.O P.E. Policies).
- The completed and documented outcome of the Reasonable Adjustment process must be communicated to the participant in writing, by providing the participant with a copy of the completed Reasonable Adjustment Application Form.



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- The completed Reasonable Adjustment Application Form with the detailed outcome must be maintained in the participant file.
- The trainer / assessor must include detail of what reasonable adjustment was applied in each training and assessment session on each relevant visit checklist in the participant file or classroom based individual participant summary.

6. Disclosure Disclosure of disability is the participant's choice – it is not a requirement for participation in a VET course or program. It is also their choice as to who their information is shared with. C.O P.E. must seek consent from the participant before sharing any of their disclosed information. Creating a safe environment and proactively encouraging participants to disclose and share information about their challenges can lead to a holistic and justified approach to making reasonable adjustment.

7. Support Types of support which may be offered by C.O P.E. could include:

- Access to a study room with computers & internet access;
- One-on-one tutoring;
- Flexible learning options; Self-paced learning as an alternative to physically attending class; online delivery; split sessions – break the assessment into appropriate component parts which can be undertaken separately; additional rest breaks in lengthy sessions; separate assessment venue if participant is distracted by others' movements or noise or locate the participant towards the front of the training room to assist with hearing and/or vision conditions
- Where relevant and possible, reasonable adjustment to assessment. For example. additional time or extensions for assessments;

adapted course material e.g. large print, coloured paper; or use of a laptop for assessments rather than written;

substitute alternative tasks where existing ones pose a problem for a learner;

modify the presentation medium (eg use visual, oral, print or demonstration and provide practice opportunities);

adapt the physical environment and equipment (eg use audio-visual aids, specific furniture)

Changes to the assessment cannot and will not be made to change the assessment outcome In the event that C.O P.E. is unable to meet a participant's specific needs, the participant will be referred onto a specialised external provider to seek support for services such as: a disability practitioner; a disability support worker ie note-taker, sign language interpreter for vision impaired, Auslan interpreter for hearing impaired, support for physical tasks if relevant; access to specific assistive technology; other support assistance as identified; Please note that depending on the service/s



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required there may be an associated fee involved in addition to the course fees, it is the participant's obligation to pay these fees if they choose to access the service.

A handwritten signature in black ink, appearing to read 'Rob Wallace', with a long horizontal line extending to the right.

Rob Wallace  
General Manager  
The College of Public Employment