

Reasonable Adjustment Policy

Document Name:	Reasonable Adjustment Policy
Document Reference:	PO9
Document Version:	4
Responsible Officer:	Division General Manager
Functional Owner:	Head of Portfolio
QAS Owner:	Manager, Academic Governance
Date Approved by EMT:	26 November 2012
Date Approved by GM:	26 November 2012
Endorsed by ETAB:	14 December 2012
Date Effective:	1 January 2013
Next Review Date:	1 January 2016
Versions:	<p>This Policy replaces the draft Reasonable Adjustment Policy and Procedure.</p> <p>Version 2: Minor changes to reflect updated terminology (Apr-13).</p> <p>Version 3: Minor administrative changes in accordance with annual policy review (Dec-13).Version 3 did not require ETAB approval.</p> <p>Version 4: Minor changes to reflect new organisational design and Standards for RTOs. Version 4 did not require ETAB approval.</p>

Scope:	Course Type:	Nationally Recognised Training
	RTOs:	Open Colleges Pty Ltd Integrated Care & Management Training Pty Ltd College of Fashion Design Pty Ltd
	Partner RTOs:	Yes

Communication:

All Policies, Procedures, Forms and Guidelines are loaded into the Quality Management System (QMS) in Firefly. This will automatically update documents in OCTiVE and OpenSpace. Updates are communicated to staff through Firefly Chatter, Trainers and Assessors through OCTiVE News and students through the Student Lounge in OpenSpace.

Scope

The Disability Discrimination Act (1992) requires educational institutions to put in place actions to help ensure equal opportunity for people with a disability.

In 2005, the Commonwealth Government created the [Disability Standards for Education](#). These Standards were summarised by the [Department for Education and Training](#) in 2010 as:

Rights	Requirements
Enrolment	
Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	<p>Take reasonable steps to ensure that the enrolment process is accessible.</p> <p>Consider students with disability in the same way as students without disability when deciding to offer a place.</p> <p>Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.</p>
Participation	
Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability.	<p>Take reasonable steps to ensure participation.</p> <p>Consult with the student or their associate about the effect of the disability on their ability to participate.</p> <p>Make a reasonable adjustment if necessary.</p> <p>Repeating this process over time as necessary.</p>
Curriculum development, accreditation and delivery	
Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.	<p>Enable students with disability to participate in learning experiences (including assessment and certification).</p> <p>Consult with the student or their associate.</p> <p>Take into consideration whether the disability affects the student's ability to participate in the learning experiences.</p>
Student support services	
Right to access student support services provided by education institutions, on the same basis as students without disability. Students with disability also have the right to specialised services needed for them to participate in the educational activities for which they are enrolled.	<p>Ensure that students with disability are able to use general support services.</p> <p>Ensure that students have access to specialised support services.</p> <p>Facilitate the provision of specialised support services.</p>
Harassment and victimisation	

<p>Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.</p>	<p>Implement strategies to prevent harassment or victimisation.</p> <p>Take reasonable steps to ensure that staff and students are informed about their obligation not to harass or victimise students with disability.</p> <p>Take appropriate action if harassment or victimisation occurs.</p> <p>Ensure complaint mechanisms are available to students.</p>
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2. Definitions

Please refer to the Glossary of Terms (QMS1.4) for all defined terms in this Policy.

3. Policy

This policy outlines Open Colleges' approach to the Disability Standards for Education. This policy applies to all Open Colleges' students. It covers assessments conducted in all Open Colleges' courses including those conducted during a student's compulsory work placement (where applicable).

In this context, Open Colleges may alter the Assessment strategies, assessment tools and learning materials to reduce the impact of disability or specific learning requirements on the student's ability to successfully complete the course where such changes do not alter the academic integrity of the Assessments. Such changes or alterations are referred to as 'Reasonable Adjustment'.

Specifically, Open Colleges ensures that:

- Students have the opportunity to disclose any disabilities or specific learning needs prior to enrolment and during their studies;
- Student are encouraged to discuss their specific learning needs with their Course and Careers Adviser, Program Manager and/or Trainer or Assessor;
- Student are supported to succeed through the provision of comprehensive academic and non-academic support throughout their studies;
- Students have access to a range of support resources, such as language, literacy and numeracy resources;
- Assessments are flexible and allow for reasonable adjustment without jeopardising the academic integrity of a course or program;
- Assessments are conducted in accordance with the principles of validity, reliability, fairness and flexibility;
- Student performance is analysed and used to inform the development of assessment to meet the needs of students and improve learning; and
- Students learn in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.

4. Procedures & Forms

The following documents give effect to this Policy:

	Location		
	OpenSpace	Website	QMS
Procedures			
PR9.1 Reasonable Adjustment Procedure	X	X	X
Forms			
FR9.1 Reasonable Adjustment Form	X	X	X
Guidelines			
GL9.1 Reasonable Adjustment Guideline for Staff and Educators	X		X
Documents			
DC9.1 Information for Student with Disability and Special Needs	X	X	X

4. Quality and Continuous Improvement

This Policy, and its related Procedures, Forms and Guidelines, are subject to systematic annual review by the date noted on Page 1. In addition, this Policy may be reviewed at any time based on feedback from:

- Quality and Continuous Improvement Committee
- Divisional Education Management Team
- Complaints & Appeals Outcomes.

5. Other Related Documents

- Open Colleges' Student Handbook
- Open Colleges' Trainer and Assessor Handbook

6. Related Legislation & Guidelines

- [Disability Discrimination Act \(1992\)](#)
- [Disability Standards for Education](#)
- [Standards for Registered Training Organisations](#)

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