

## Reasonable Adjustment Policy & Procedure

### Policy/Purpose:

ACDC is committed to ensuring an accessible and inclusive training environment to enable people with disability to participate fully in all aspects of training and assessment.

ACDC seeks to apply the principle of reasonable adjustment to remove barriers to participation in training by people with disability.

Reasonable adjustments will be made to enable appropriately skilled people with disabilities to perform the inherent requirements of their chosen qualification/training course.

### Scope:

All enrolled students and staff members.

### Procedure:

|   | Responsibility   | Steps   |
|---|------------------|---|
| 1 | Applicant        | Applicants make a written request for adjustments before, during or after the enrolment process.  |
| 2 | Academic Manager | In consultation with the applicant or enrolled student, the Academic Manager will evaluate the request and determine what, if any, adjustment is appropriate.   |
| 3 | Academic Manager | Where further evaluation is required to reach an informed decision about the adjustment request, the Academic Manager will obtain additional information from, and/or liaise with, the following (as appropriate, and with the consent of the applicant or student): <ul style="list-style-type: none"> <li>the applicant's family/close friends;</li> <li>a medical practitioner;</li> </ul> |

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|---|---|-------------------------|----------------|
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| Melbourne: Suite 802, 343 Little Collins Street, Melbourne VIC 3000 | Adelaide: Level 7, 118 King William Street, Adelaide SA 5000  |                         |                |
| Phone: 1300 159 058   | Website: <a href="http://www.acdc.edu.au">www.acdc.edu.au</a> |                         |                |
| Document Number: P07  | Document Name: Reasonable Adjustment Policy & Procedure       | Modified by: B Chao     |                |
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|   |  | <ul style="list-style-type: none"> <li>• an occupational therapist or other allied health provider;</li> <li>• disability service provider; and</li> </ul> <p>IT specialists</p>   |
| 4 | Academic Manager                               | <p>Within 10 business days of an applicant's submission of a request for a reasonable adjustment, ACDC will either grant or deny the request in writing.</p> <p>Where an adjustment will be provided, ACDC will arrange the provision or implementation of the adjustment.</p> |
| 5 | Administration Coordinator<br>Trainer/Assessor | <p>ACDC will check with the student to assess the appropriateness and effectiveness of the implemented adjustment approximately 4 weeks from the date the adjustment process was concluded.</p>  |

**Related Documents/Forms/Policies:**

N/A

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**Examples of Reasonable Adjustments in Assessment**

| Learner difficulty                                       | Examples of reasonable adjustments in assessment   |
|--|--|
| <b>Maintaining concentration</b>                         | <ul style="list-style-type: none"> <li>• additional time</li> <li>• access to a scribe</li> <li>• split sessions</li> <li>• separate assessment venue</li> </ul>   |
| <b>Expressing knowledge in writing</b>                   | <ul style="list-style-type: none"> <li>• additional time</li> <li>• access to a scribe</li> <li>• multiple choice and short answer questions in preference to long answer questions</li> <li>• models and practical examples</li> <li>• oral assessment</li> </ul>   |
| <b>Spelling and/or grammar</b>                           | <ul style="list-style-type: none"> <li>• additional time</li> <li>• access to a scribe</li> <li>• oral assessment</li> <li>• an audiotape or dictaphone</li> <li>• a personal computer with spelling and grammar checkers, dictionaries, thesauruses</li> <li>• special equipment</li> <li>• multiple choice and short answer questions in preference to long answer questions</li> <li>• models and practical examples for the learner to demonstrate what he/she means</li> <li>• other assessment methods such as taped interviews, slide presentations, photographic essays or models</li> </ul> |
| <b>Numbers and numerical concepts</b>                    | <ul style="list-style-type: none"> <li>• additional time</li> <li>• a calculator</li> </ul>  |
| <b>Understanding spoken information and instructions</b> | <ul style="list-style-type: none"> <li>• additional time</li> <li>• rest breaks</li> <li>• split sessions, on the same or successive days, to prevent the learner working for extended periods</li> <li>• simple direct language</li> <li>• instructions step-by-step</li> <li>• repetition of information given</li> <li>• asking the learner to repeat what she/he is required to do to check for understanding</li> <li>• demonstrating what is required</li> </ul>   |

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| <p><b>Communicating orally, for oral assessments</b></p> | <ul style="list-style-type: none"> <li>• additional time</li> <li>• access to an interpreter</li> <li>• a personal computer with voice synthesiser</li> <li>• a reader of the learner’s work</li> </ul> |
| <p><b>English language</b></p>                           | <ul style="list-style-type: none"> <li>• additional time</li> <li>• a dictionary and/or thesaurus</li> <li>• a personal computer with spelling and grammar checker, dictionary and thesaurus</li> </ul> |

Source: adapted from “Making assessment work for everyone!” (TAFE Qld, 2002)

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