

POLICY No: 38

PURPOSE

The purpose of the Reasonable Adjustment Policy and Procedure is to ensure that Yarrowonga Mulwala Community & Learning Centre (YMCLC) RTO 21765 implements a system that ensures that assessment (including recognition of prior learning):

- Complies with the assessment requirements of the relevant training package or VET accredited course.
- Is conducted in accordance with the Principles of Assessment and the Rules of Evidence
- Takes into consideration the individual learner's needs and applies reasonable adjustments where appropriate without compromising the integrity of the assessment

This Policy and Procedure supports the following Standards for Registered Training Organisations 2015:

- Standard 1.8

POLICY

YMCLC uses a range of assessment techniques and activities for each unit as provided in the Training and Assessment Strategy of each course.

All students are required to demonstrate their underpinning knowledge and comprehension of the units that make up the course or qualification. In the case of learners with an identified barrier, the method of assessment will be pre-determined to best accommodate the learner so that they will be able to easily work their way through the course or qualification requirements.

By applying reasonable adjustment to training delivery and assessment methods, YMCLC promotes access and equity to all students and ensures a fair and reasonable assessment that is judged on merit, demonstrating no victimisation nor discrimination.

Reasonable adjustments are made to ensure that the student is not presented with barriers to demonstrating competency in the training program. Sometimes, it may be necessary to:

- Vary procedures for conducting assessment (e.g. allow extra time for assessments);
- Change the method of assessment (e.g. give verbal instructions rather than written); and
- Provide assistive technology, scribes, readers and other support in examinations.

It is important that the reasonable adjustment does not lessen the integrity of the qualification, and that it would be reasonable to expect in a workplace.

Students presenting with barriers to regular assessment techniques will require individual judgement of their capabilities (e.g. a student with a sight impairment may be assessed differently to a student

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with a full range of issues). The procedure for allowing for reasonable adjustment will therefore differ from case to case.

The following information is presented to enable trainers and assessors to make a fair, valid and reliable decision when applying reasonable adjustment.

Examples of barriers where reasonable adjustment may be applied include:

- English as a second language
- Language, literacy, or numeracy needs
- Sensory diminished capacity
- Physical or intellectual disabilities
- Computer literacy

Modification or adjustments may be made to the:

- Learning materials and methods
- Physical environment and equipment
- Assessment conditions
- Unit-related learning activities
- Evidence gathering techniques
- Submission dates for assignments

YMCLC ensures that any alternative assessment methods are valid, fair, flexible and reliable. Some examples include:

- Oral presentations
- Additional assignments and course work
- Dot-point assignments marked for content, rather than for structure (where applicable)
- Multiple-choice questions (where applicable)
- Practical demonstrations or production of models or displays
- Class presentations or role plays
- Competency conversations
- Alternative or supplementary assignments such as taped interviews, slide presentations, photographic essays, etc.
- Use of modified equipment or assistive technology
- Use of translators or interpreters

Reasonable adjustment cannot be considered where a certain performance criterion requires a certain assessment method, e.g. if a student is required specifically to write a formal incident report, an oral version would not be evidence of competency. Trainers should always refer to the Assessment Requirements of the Unit of Competency to determine if reasonable adjustments can be made.

PROCEDURE

When a disadvantage or barrier to learning has been identified, either during the enrolment process, pre-training review and interview, LLN assessment or after the student has commenced, the Trainer/Assessor must complete and implement an Individual Learning Plan for the student.

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The following steps must be followed:

1. Barrier or special need is identified either during the enrolment process or after training has commenced
2. Trainer discusses the support or modifications required with the student
3. Trainer completes an Individual Support Plan for the student
4. Trainer submits the Individual Support Plan to the Training Manager to authorise
5. Training Manager or Training Assistant attaches a copy of the Individual Support Plan to the student's enrolment file and uploads a scanned copy into the Documents section of the Student Management System (PowerPro)
6. Training Assistant amends the student's Training Plan
7. Training Assistant submits the student's Training Plan to the Training Manager to authorise
8. Training Manager provides the trainer with the resources to implement the additional support or modifications
9. Trainer/Assessor monitors the effectiveness of the additional support or modifications and adjusts accordingly with assistance from the Training Manager.

APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Executive Officer
Advisory Committee to Approval Authority	Board of Management
Administrator	Training Manager
Next Review Date	May 2024

Approval and Amendment History	Details
Original Approval Authority and Date	Board of Management – 8 th August 2023
Amendment Authority and Date	Reviewed 12.5.2023 – no changes made. Never reviewed/approved by BOM
Notes	1.11.2021 New policy created to support reasonable adjustment process. Never reviewed/approved by BOM

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