

**Title:** Recognition of Learner Needs Reasonable Adjustment

**Procedure Number:** RTO-SM-PO003

**Approvals**

This procedure has been approved for use by the signatures below as the current edition, together with all amendments as listed below:

**All other amendments are unapproved**

|  |  |  |
| --- | --- | --- |
| **Job Title** | **Name** | **Approval Signature** |
| Managing Director | Andrew Freeman |  |
| Quality/HR Manager | Emily Trevaskis | Em sig2 |

Table of Contents

[1.0 SCOPE & PURPOSE 3](#_Toc464034850)

[2.0 POLICY 3](#_Toc464034851)

[3.0 DOCUMENTATION & RECORDS 5](#_Toc464034856)

[4.0 REFERENCES 5](#_Toc464034857)

[5.0 AMENDMENT RECORD 6](#_Toc464034858)

1. SCOPE & PURPOSE

To ensure that provision is made for the recognition of each individual learner’s needs as a learner involved in the training & assessment process.

1. POLICY
	1. **Method**

**Reasonable Adjustment**

As part of the Commonwealth Disability Discrimination Act 1993, Registered Training Organisations and workplaces are required to make reasonable adjustments for people with disabilities. Trainers and assessors and all staff of Fluid Maintenance Australia (FMA) are required to display flexibility and sensitivity and make allowances for differences of individual learners in areas including (but not limited to) language, literacy, cultural, physical and the level of confidence and experience.

For the purposes of this procedure, reasonable adjustment can be defined as;

* A process that is designed to ensure that all people are treated equally in the assessment process. For example, wherever possible, reasonable adjustments are made to the assessment process to meet individual learner needs;
* A process to ensure that reasonable adjustments are based on the individual candidate’s needs and abilities. Examples of this may be involving an interpreter for candidates from Non English Speaking Backgrounds, installing ramps for wheelchairs and offering assessment via online or distance learning for those candidates in remote areas. Other forms of reasonable adjustment include the provision of assistants to the learner, additional tutorial support, additional time for the assessment process, provision of technological aids to support learning or pastoral care support to assist with anxiety or depression;
* Any method of providing learner support and assistance that is reasonable and does not impose unjustifiable hardship on the Registered Training Organisation or the employer. Considerations including the following need to be made to determine whether an adjustment is reasonable:
* The nature of the benefit or detriment likely to be experienced by the learner;
* The effect of the disability or potential disadvantage on the learner;
* The financial circumstances and estimated cost required to be made by the organisation if claiming unjustifiable hardship.

**Identifying the Need for Reasonable Adjustment**

* Training and assessment staff of FMA must identify the issues. They must build a rapport with the learner to assist them in identifying their needs and how FMA may be able to support the learner with these needs;
* All staff of FMA must create a climate of support however it is the role of the trainer and assessor to create, foster and provide support during the learning & assessment process;
* The HR Manager of FMA must ensure access to support or reasonable adjustment processes/methods to assist the learner. Access needs are to be determined by the learner’s needs and abilities and the HR Manager is to be guided by training and assessment staff in establishing how to best ensure those needs is met. The needs of the learner may include ensuring access through any, some or all of the following:
	+ Wheelchair ramps, adjustment desks, chairs, monitors;
	+ Enlarged resources (font size);
	+ Provision of resources in Braille;
	+ Audio tapes, Compact Disks or synthesisers;
	+ Interpreter such as AUSLAN for the hearing impaired to take notes or provide dictated responses to questions;
	+ Revision of the assessment tool/s. It should be noted that while the assessment tool may be amended to provide reasonable adjustment, the assessment outcome must remain the same and continue to meet Training Package or Accredited Course outcomes. Some examples of how this may be achieved are for people with concentration difficulties, breaking down the assessment task into smaller time frames and portions until it is completed;
	+ Where other more experienced external support is available, the assessor could request permission from the learner to access existing expertise in the area of identified.

**Identified Groups Who May Need Reasonable Adjustment**

The following groups of learners have been identified by experts in vocational education and training as potentially requiring reasonable adjustment in the learning and assessment process;

* Learners from Aboriginal or Torres Strait Islander (ATSI) origin;
* Learners from a Non English Speaking Background (NESB);
* Learners with low literacy and/or numeracy skills;
* Learners from rural and remote areas;
* Learners with a disability;
* Learners with a low level of formal education;
* Learners who have recently returned to the workforce;
* Learners who have been or are incarcerated.

**Adjusting Assessment Tools**

Reasonable adjustment of the assessment process usually involves varying the assessment tool or assessment tools to facilitate access for a learner with an identified need. Some examples of how assessment tools can be modified include;

* Modifying the procedure for the assessment process. For example, allowing additional time to complete tasks, extending deadlines for submission, changing the venue, date or times for assessment;
* Modifying the forms of evidence gathering as part of the assessment process. For example if an exam is the usual method of assessment, it may be possible to use an assignment to gather the required evidence, an oral exam instead of a written exam, providing an oral presentation instead of an assignments, providing answers on a compact disk or audio tape instead of a written assignment.

**Clarifying the Need for Reasonable Adjustment**

Trainers and assessors must spend time with the learner prior to commencing the learning & assessment process to determine whether the learner has special needs that may impact on the learning and assessment.

While in some cases, these needs may be obvious to staff, in other cases, the needs may not be obvious at all and a discussion with the learner will need to take place. Training and assessment staff must remember to ensure sensitivity while discussing the needs of the learner. Training and assessment staff must ensure that any reasonable adjustment made to the assessment process continues to meet the requirements of the relevant training package or accredited course. Questions including the following can assist training and assessment staff in making a professional judgement of the support or reasonable adjustment required for the individual learner:

* What documentation is the learner required to complete in their daily tasks? Can they complete this documentation independently or do they require support?
* Are there meetings or appointments that the learner usually attends and do they attend these independently or do they require support?
* Has the learner been involved in training activities previously? Did they complete them independently or did they require support? What type of support did they need? Were they successful in their training activities?
* If the learner has a disability, what is the impact of the disability for assessment? What support would they need to support them in successfully undertaking the learning and assessment process?

It should be noted by training and assessment staff that each learner is an individual and they must not assume that because two people have similar or identical disabilities or identified needs that the reasonable adjustment required.

1. DOCUMENTATION & RECORDS
2. REFERENCES

Australian Skills Quality Authority’s (ASQA) Standards for Registered Training Organisations 2015 **(*“the Standards”)***

National Vocational Education and Training Regulator Act 2011

Commonwealth Disability Discrimination Act 1993

QMS-QU-PR006 Continual Improvement Procedure

RTO-CG-PO001 RTO Compliance Policy

RTO-TA-PO001 Training & Assessment Policy

RTO-SM-PO001 Student Code of Conduct Policy

RTO-CG-PO003 Complaints & Appeals Policy

QMS-HR-PO004 Privacy Policy

1. AMENDMENT RECORD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Version** | **Amendment** | **Page** | **Description** | **Date** |
| 1 | 0 | All | First Issue. This procedure was formerly FMA-RTO-PO0010 and FMA-RTO-PO0014. Full review of procedure to be inline with requirements of ISO9001:2015 | 06/10/2016 |

**THIS DOCUMENT IS NON-CONTROLLED WHEN PRINTED**

**To be used for reference purposes only**

**Refer to the electronic copy for latest revision**