



Reasonable adjustments

Student name		Unit code & name	
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Explain why and what task/s required reasonable adjustment:

- ✚ Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request reasonable adjustments.
- ✚ Please note, academic integrity of the unit/course will not be lowered to accommodate the needs of any student, however, there is a requirement to be flexible about the way in which it is delivered or assessed.
- ✚ The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability.
- ✚ Trainer/Assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented. This matrix can be found at the end of the assessment tool.
- ✚ Trainer/Assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made.
- ✚ All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department.

REASONABLE ADJUSTMENT STRATEGIES MATRIX (TRAINER/ASSESSOR TO COMPLETE)

Category	Possible Issue	Reasonable Adjustment Strategy (Select as applicable)
<input type="checkbox"/> LLN	<input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Confidence	<input type="checkbox"/> Verbal assessment <input type="checkbox"/> Presentations <input type="checkbox"/> Demonstration of a skill <input type="checkbox"/> Use of diagrams



		<input type="checkbox"/> Use of supporting documents such as wordlists
<input type="checkbox"/> Non-English-Speaking Background	<input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Cultural background <input type="checkbox"/> Confidence	<input type="checkbox"/> Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process <input type="checkbox"/> Use methods that do not require a higher level of language or literacy than is required to perform the job role <input type="checkbox"/> Use short sentences that do not contain large amounts of information <input type="checkbox"/> Clarify information by rephrasing, confirm understanding <input type="checkbox"/> Read any printed information to the student <input type="checkbox"/> Use graphics, pictures and colour coding instead of, or to support, text <input type="checkbox"/> Offer to write down, or have someone else write, oral responses given by the student <input type="checkbox"/> Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student's needs
<input type="checkbox"/> Indigenous	<input type="checkbox"/> Knowledge and understanding <input type="checkbox"/> Flexibility <input type="checkbox"/> Services <input type="checkbox"/> Inappropriate training and assessment	<input type="checkbox"/> Culturally appropriate training <input type="checkbox"/> Explore understanding of concepts and practical application through oral assessment <input type="checkbox"/> Flexible delivery <input type="checkbox"/> Using group rather than individual assessments <input type="checkbox"/> Assessment through completion of practical tasks in the field after demonstration of skills and knowledge.
<input type="checkbox"/> Age	<input type="checkbox"/> Educational background <input type="checkbox"/> Limited study skills	<input type="checkbox"/> Make sure font size is not too small <input type="checkbox"/> Trainer/Assessor should refer to the student's experience <input type="checkbox"/> Ensure that the time available to complete the assessment takes account of the student's needs <input type="checkbox"/> Provision of information or course materials in accessible format. <input type="checkbox"/> Changes in teaching practices, e.g., wearing an FM microphone to enable a student to hear lectures



		<input type="checkbox"/> Supply of specialised equipment or services, e.g., a note-taker for a student who cannot write <input type="checkbox"/> Changes in lecture schedules and arrangements, e.g., relocating classes to an accessible venue <input type="checkbox"/> Changes to course design, e.g., substituting an assessment task <input type="checkbox"/> Modifications to physical environment, e.g., installing lever taps, building ramps, installing a lift
<input type="checkbox"/> Educational background	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> Limited study skills and/or learning strategies	<input type="checkbox"/> Discuss with the Student previous learning experience <input type="checkbox"/> Ensure learning and assessment methods meet the student's individual need
<input type="checkbox"/> Disability	<input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> Limited study skills and/or learning strategies	<input type="checkbox"/> Identify the issues <input type="checkbox"/> Create a climate of support <input type="checkbox"/> Ensure access to support that the student has agreed to <input type="checkbox"/> Appropriately structure the assessment <input type="checkbox"/> Provide information or course materials in accessible format, e.g. a textbook in braille <input type="checkbox"/> Changes in teaching practices, e.g., wearing an FM microphone to enable a student to hear lectures <input type="checkbox"/> Supply of specialised equipment or services, e.g., a note taker for a student who cannot write <input type="checkbox"/> Changes in lecture schedules and arrangements, e.g., relocating classes to an accessible venue <input type="checkbox"/> Changes to course design, e.g., substituting an assessment task <input type="checkbox"/> Modifications to physical environment, e.g., installing lever taps, building ramps, installing a lift



EXPLANATION OF REASONABLE ADJUSTMENTS STRATEGY USED (IF REQUIRED)

Trainer/Assessor Declaration

I have attached all the evidence related to the reasonable adjustment. I have not compromised any training package, principal of assessment or rules of evidence requirements.

Trainer/assessor name

Signature

Date