

Reasonable adjustments

Student name	Unit code & name	
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)
☐ LLN	☐ Speaking ☐ Reading ☐ Writing ☐ Confidence	☐ Verbal assessment ☐ Presentations ☐ Demonstration of a skill ☐ Use of diagrams ☐ Use of supporting documents such as wordlists

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

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