

Purpose

This policy ensures equitable access, participation, and success for all learners by outlining Heed Health Education's commitment to making reasonable adjustments in training and assessment.

The policy supports compliance with the Standards for RTOs 2025, Disability Discrimination Act 1992, and Disability Standards for Education 2005, ensuring that no student is disadvantaged on the basis of disability or individual circumstances.

Policy Statement

Heed Health Education provides an inclusive and supportive learning environment where all students have the opportunity to participate fully in training and assessment. Reasonable adjustment refers to the modification of learning environments, assessment methods, or materials to remove barriers and provide equal opportunity—without compromising the integrity of competency outcomes.

Adjustments are always:

- Based on individual need.
- Consultative, involving the learner and relevant staff.
- Practical and feasible within the RTO's capacity.
- Aligned with industry and safety standards; and
- Documented, implemented, and reviewed regularly

Scope

This policy applies to:

- All students and prospective students of Heed Health Education.
- All staff, trainers, and assessors involved in delivery, assessment, or student support.
- All qualifications, accredited courses, and units of competency delivered by the RTO.

Legislative and Compliance Framework

This policy is guided by the following frameworks and obligations:

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Standards for Registered Training Organisations (RTOs) 2025
- Australian Qualifications Framework (AQF)
- Work Health and Safety Act 2011 (Cth)

Definition of Reasonable Adjustment

A reasonable adjustment is a measure or action taken by Heed Health Education to assist a student with a disability or additional need to participate in training and assessment on the same basis as other students.

Adjustments may include—but are not limited to—changes in the environment, resources, delivery, or assessment methods, while ensuring validity and reliability of outcomes

Examples include:

- Additional time for assessments
- Modified assessment formats (oral vs written)
- Use of assistive technologies
- Provision of interpreters, readers, or scribes
- Adjustments to physical environments or facilities

Principles of Reasonable Adjustment

Heed Health Education is guided by the following principles:

1. **Equity and Fairness** – All learners are given the same opportunity to demonstrate competence.
2. **Individualisation** – Each adjustment is designed to meet the specific needs of the individual.

3. **Integrity of Competence** – The learning outcomes, standards, and performance criteria remain unchanged.
4. **Confidentiality** – All information shared is kept private and handled sensitively.
5. **Consultation** – Students, trainers, and support staff work collaboratively to design suitable adjustments.
6. **Ongoing Review** – Adjustments are monitored and modified as required to ensure continued effectiveness

Responsibilities

Role	Responsibility
Student	Disclose needs and provide supporting documentation (e.g. medical, psychological, or learning support reports).
Trainer/Assessor	Implement approved adjustments and ensure assessment remains fair, valid, reliable, and flexible.
Training Manager	Review applications, approve reasonable adjustments, and record outcomes.
Student Support Officer	Provide guidance, maintain confidentiality, and support students throughout their studies.

Procedure for Applying for Reasonable Adjustment

Following the best-practice process outlined in the Reasonable Adjustment in VET Guide, Heed Health Education applies the following procedure:

Step 1 – Identify Need

Students identify their needs during enrolment or at any point in the course. Disclosure is voluntary but encouraged to ensure appropriate support.

Step 2 – Submit Application

Students complete the Reasonable Adjustment Application Form, providing:

- Details of the requested adjustment.
- Supporting documentation (e.g., medical or specialist report); and
- Any preferred adjustment strategies.

Step 3 – Review and Consultation

The Training Manager and relevant Trainer/Assessor review the application and meet with the student to discuss:

- The impact of the disability or barrier on learning/assessment.
- Appropriate, feasible adjustments; and
- Potential support services.

Step 4 – Approval and Documentation

Approved adjustments are recorded in the student's file and Individual Student Learning Plan (ISLP).

Decisions are documented with reasons provided if the request cannot be granted.

Step 5 – Implementation

The Trainer/Assessor implements the approved adjustments.

Adjustments are applied across delivery and assessment contexts while ensuring competency integrity.

Step 6 – Monitoring and Review

Adjustments are reviewed throughout the course. Students may request a re-evaluation if their circumstances change.

All documentation is maintained in accordance with privacy legislation.

Demonstrating Compliance and Evidence Management

Heed Health Education demonstrates compliance with the Standards for RTOs 2025 by maintaining transparent, traceable, and auditable records of all reasonable adjustment requests, decisions, and implementations.

• Evidence Requirements

Evidence retained for audit and compliance purposes includes:

- Reasonable Adjustment Application Form (completed and signed by student and approving officer).
- Supporting documentation (e.g., medical, psychological, or educational reports).
- Consultation record (notes of meetings, emails, or discussions).

- Approval documentation (including rationale for decision).
- Updated Individual Student Learning Plan (ISLP) reflecting the approved adjustments.
- Implementation and monitoring notes recorded by the trainer/assessor.
- Review outcomes and any modifications to the original adjustment plan.

- **Record Management**

- All reasonable adjustment records are stored securely in the student's digital and physical file.
- Access is restricted to authorised personnel only (Training Manager, Compliance Officer, and relevant trainer).
- Records are retained in accordance with ASQA's Data Provision Requirements 2025 and the National VET Data Policy.
- Evidence of adjustments is cross-referenced in the Document Control Register and Continuous Improvement Register.

- **Demonstrating Compliance During Audit**

During internal or ASQA audits, Heed Health Education demonstrates compliance by providing:

- Samples of student files showing consistent use of the Reasonable Adjustment Form and approval processes.
- Evidence of communication between trainers, students, and management.
- Updated ISLPs and assessment tools showing that adjustments were applied while maintaining the principles of assessment and rules of evidence.
- Records of staff professional development on access and equity.
- Continuous improvement records showing regular review and enhancement of reasonable adjustment practices.

- **Continuous Improvement Link**

All data related to reasonable adjustment requests, outcomes, and feedback are reviewed quarterly by the Compliance and Training Management Team to:

- Identify trends or recurring support needs.
- Evaluate the effectiveness of adjustments; and
- Inform staff training and policy updates to strengthen inclusive practice.

Examples of Common Adjustments

Type of Disability	Possible Adjustment Strategies
Hearing impairment	Use of interpreters, captioning, assistive technology, written instructions.
Vision impairment	Large print materials, screen readers, Braille, additional time.
Mobility impairment	Wheelchair access, ergonomic equipment, oral rather than written tasks.
Psychological conditions	Flexible deadlines, stress minimisation, reduced group pressure.
Learning difficulties (e.g., dyslexia)	Use of spell-check, oral responses, simplified written instructions.

Assessment Principles

All assessments conducted under reasonable adjustment will continue to uphold:

Principle	Explanation
Fairness	Students are provided with equitable opportunities to demonstrate competency. Assessment processes are transparent, and learners are informed of their rights to appeal. Adjustments are applied to remove disadvantage but never to lower standards.
Flexibility	Assessment is responsive to individual learner needs, including workplace contexts and delivery modes. Adjustments such as oral questioning, alternative locations, or time extensions may be applied without compromising outcomes.
Validity	The assessment measures what it claims to measure — the learner's actual skills and knowledge as per unit requirements. Adjustments must not alter the intent or outcomes of the competency standards.
Reliability	Assessment decisions are consistent across assessors and contexts. Trainers document and moderate all adjustments to ensure consistency and fairness between students.

These principles ensure that every adjusted assessment continues to meet ASQA, VET, and industry requirements for rigour and integrity.

Rules of Evidence

Adjusted assessments must still meet the Rules of Evidence:

Principle	Explanation
Validity	Evidence must directly relate to the competency being assessed and demonstrate that the learner has the skills, knowledge, and attributes required by the unit of competency. Adjustments cannot modify the performance criteria or evidence requirements.
Sufficiency	Enough evidence must be gathered to make a robust judgment of competence. This may include multiple forms of evidence such as observation, questioning, and third-party reports, even when adjustments are made.
Authenticity	The assessor must be satisfied that the evidence provided is the student's own work. Where support or assistive tools are used, assessors document controls to confirm authenticity.
Currency	Evidence must show that competence is current — typically demonstrated through recent assessments or workplace activities. Adjustments must not allow outdated or irrelevant evidence to be accepted.

By adhering to these rules, Heed Health Education ensures that all assessment decisions, including those with adjustments, remain defensible, consistent, and compliant.

Review and Continuous Improvement

Feedback from students, trainers, and assessors on the effectiveness of reasonable adjustments will be reviewed as part of Heed Health Education's Continuous Improvement Register.

Findings will inform policy updates, staff training, and quality assurance reviews.

Related Policies

- Access and Equity Policy
- Assessment Policy and Procedure

- Student Support and Wellbeing Policy
- Reasonable Adjustment Student Practice Guidelines and Fact Sheet
- Complaints and Appeals Policy
- Privacy and Confidentiality Policy
- Continuous Improvement Policy
- Trainer and Assessor Competency and Currency Policy
- Document Control and Records Management Policy

Compliance Statement

This policy ensures Heed Health Education meets obligations under:

- Standards for RTOs 2025
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Australian Human Rights Commission Act 1986

Document Control

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