

As a Registered Training Organisation (RTO), the Quality Training and Hospitality College Pty Ltd, trading as Quality College of Australia (QCA) must determine the support needs of individual students and provide access to the educational and support services necessary for the individual student to meet the requirements of the training product as specified in the training package or VET accredited course.

### 1. Purpose

RTOs are required to comply with the [Standards for Registered Training Organisations 2015](#), the [Disability Discrimination Act 1992](#) (DDA), and the [Disability Standards for Education 2005](#) when providing services for students who may have a disability.

Students with a disability or who do not possess the required level of Language, Literacy & Numeracy (LLN) skills, should be provided with reasonable adjustments to enable them to meet the fundamental abilities, skills and knowledge required in order for them to be deemed competent in the units of competency and complete the course, provided this does not cause unjustifiable hardship to the RTO.

However, if a student cannot meet the fundamental requirements of a course, even with adjustments, the course may still be unsuitable for the student. Alternate course and/or career path options should be discussed with the student if this is the case.

### 2. Communication to Students

QCA students are informed about Reasonable Adjustment through:

- Initial identification at the pre-enrolment interview
- The QCA Enrolment Form
- The QCA Student Handbook
- At the Course Orientation
- The Language, Literacy and Numeracy Policy and Procedure

### 3. Scope

QCA will take meaningful, transparent and reasonable steps to consult and to consider and implement reasonable adjustments for students with a disability or LLN barriers.

### 4. Definition

Reasonable adjustment means modifications or changes that give students with a disability the same opportunities in training and assessment as a person without a disability.

Adjustments need to be 'reasonable'. This is, they need to consider the needs of everyone involved so that no one is disadvantaged. This includes the student with a disability, other students, QCA trainers / assessors as well as the impact on QCA as a training organisation.

Reasonable adjustment does not:

- Give a student with a disability an advantage over others
- Mean that course standards or outcomes will be changed for a student with a disability
  - a student with a disability still needs the basic knowledge and skills to do the course and will need to show competency in all tasks
- Mean that a student with a disability does not have to follow the student rules
- Give a student with a disability a guarantee of successful course completion
  - students with a disability still need to do the work

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## 5. Requirements

Reasonable adjustment instructions:

- Students with a disability or difficulties with language, literacy and numeracy seeking reasonable adjustment in their training and assessment should either:
  - Disclose their disability to QCA during the enrolment process or
  - Discuss their requirements with the QCA Vocational Education Manager and/or their Trainer / Assessor prior to the start of the component of study or at the earliest possible time once the training has commenced
- Students must formally request Reasonable Adjustment by completing the Reasonable Adjustment Application Form
- Students seeking reasonable adjustment will be required to provide documentation (third party evidence - e.g., medical or school reports) to support their request
- Reasonable adjustments should be negotiated directly with the person with the disability as they are best able to explain the impact of their disability on their study and what adjustments may help them, or what they have found useful in the past
- The trainer / assessor will consider the information presented within the Reasonable Adjustment Application form together with the discussions undertaken with the student. The trainer / assessor will then determine and recommend the most appropriate adjustments for that student (if any) and document as a Reasonable Adjustment Plan on the Application Form
- The QCA Vocational Education Manager will review the proposed Reasonable Adjustment Plan and either 'Approve' or 'Not Approve'
- A Reasonable Adjustment Plan which is 'Not Approved' must have the rationale behind the decision documented on the Application Form
  - If a student's request for reasonable adjustment in their training and assessment is 'Not Approved', they may lodge an appeal (in accordance with the appeal process detailed in QCA Policies)
- The completed and documented outcome of the Reasonable Adjustment process must be communicated to the student in writing, by providing the student with a copy of the completed Reasonable Adjustment Application Form
- The completed Reasonable Adjustment Application Form with the detailed outcome must be maintained in the student file
- The trainer / assessor must include detail of what reasonable adjustment was applied in each training and assessment session on each relevant visit checklist in the student file or classroom based individual student summary

## 6. Disclosure

Disclosure of disability is the student's choice – it is not a requirement for participation in a VET course or program. It is also their choice as to whom their information is shared with. QCA must seek consent from the student before sharing any of their disclosed information.

Creating a safe environment and proactively encouraging students to disclose and share information about their challenges can lead to a holistic and justified approach to making reasonable adjustment.

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#### 7. Support

Types of support which may be offered by QCA could include:

- Access to a study room with computers & internet access
- One-on-one tutoring
- Flexible learning options
  - Self-paced learning as an alternative to physically attending class
  - online delivery
  - split sessions – break the assessment into appropriate component parts which can be undertaken separately
  - additional rest breaks in lengthy sessions
  - separate assessment venue if student is distracted by others' movements or noise
  - locate the student towards the front of the training room to assist with hearing and/or vision conditions
- Where relevant and possible, reasonable adjustment to assessment. For example:
  - additional time or extensions for assessments
  - adapted course material e.g., large print, coloured paper or
  - use of a laptop for assessments rather than written
  - substitute alternative tasks where existing ones pose a problem for a learner
  - modify the presentation medium (e.g., use visual, oral, print or demonstration and provide additional practice opportunities)
  - adapt the physical environment and equipment (e.g., use audio-visual aids, specific furniture)

#### **Changes to the assessment cannot and will not be made to change the assessment outcome**

In the event that QCA is unable to meet a student's specific needs, the student will be referred onto a specialised external provider to seek support for services such as:

- a disability practitioner
- a disability support worker i.e., note-taker, sign language interpreter for vision impaired, Auslan interpreter for hearing impaired, support for physical tasks if relevant
- access to specific assistive technology
- other support assistance as identified

Please note that depending on the service/s required there may be an associated fee involved in addition to the course fees, it is the student's obligation to pay these fees if they choose to access the service.

- This support is available to both classroom and work-based students

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