

## REASONABLE ADJUSTMENT POLICY AND PROCEDURE

<b>Policy Code</b>	STU11
<b>Policy Lead</b>	Director Learning and Innovation
<b>Approving Authority</b>	Board of Directors
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<b>Relevant legislation or external requirements</b>	<p>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)  NC: 6, 9, 10  Higher Education Standards Framework (Threshold Standards) 2021  HESFs: 1.4, 2.1, 2.2, 2.3, 2.4</p> <p>Australian Human Rights Commission Act 1986 (Cth)  Disability Discrimination Act 1992 (Cth)  Disability Standards for Education (2005)  Racial Discrimination Act 1975 (Cth)  Sex Discrimination Act 1984 (Cth)  Age Discrimination Act 2004 (Cth)</p>
<b>Related ASA Documents</b>	<p>Student Support Framework  Student Support, Wellbeing, and Health Policy and Procedure  Diversity and Equity Policy and Procedure  Aboriginal and Torres Strait Islander Participation Policy and Procedure  Student Enrolment and Attendance Policy and Procedure  Student Assessment Policy  Student Assessment Procedure  Student Assessment Appeals Policy  Student Assessment Appeals Procedure  Student Grievance Policy  Student Grievance Procedure</p>

### 1. Purpose

This Policy and Procedure confirms Australian School of Accounting’s (ASA’s) commitment to assisting students to complete their studies and achieve academic goals. This document provides details regarding how students can apply for Reasonable Adjustment where their participation and success are adversely affected.

### 2. Scope

This policy and procedure applies to all ASA applicants and students. ASA staff, where relevant, will support the processes outlined in this document.

### 3. Principles

Reasonable Adjustment should:

- comply with all relevant legislative and regulatory requirements
- comply with the *Student Support Framework* and *Student Support, Wellbeing, and Health Policy and Procedure*;
- support students’ holistic wellbeing;

- enable an equitable environment; and
- ensure that decisions balance the interests of the student and ASA.

#### 4. Definitions

Term	Definition
academic integrity	Academic integrity means: <ol style="list-style-type: none"> <li>acting with honesty, fairness and responsibility in learning, teaching, and research,</li> <li>honesty in acknowledging others' ideas, text and data presented in one's own work, or one's own previous work when re-used,</li> <li>fairness and honesty in staff and student dealings with one another and</li> <li>striving for objectivity in academic decision-making, which includes:               <ol style="list-style-type: none"> <li>not accepting inducements that may influence a decision and</li> <li>declaring possible conflicts of interest so that these can be recorded, assessed, and managed.</li> </ol> </li> </ol>
alternative arrangements	Alternative arrangements are different ways or methods of carrying out a process. Such differences may be using alternative fonts in text, screen overlays, venue or seating changes, an ability to take medication or food/drink during particular sessions, or use of a scribe or speech to text software.
applicant	A person who has applied to study at ASA.
equity	A quality of being fair and impartial, including the creation of equivalent opportunities for access and success in Australian higher education for historically disadvantaged or underrepresented student populations.
holistic	A holistic approach means to provide support that looks at the whole person, not just their mental health needs. The support should also consider their physical, emotional, social and spiritual wellbeing.
primary disability	Primary disability refers to the impairment that has the greatest impacts most on your daily life.
protected attributes	There is a range of federal and state legislation that prohibits discrimination and harassment on the basis of the following attributes or conduct: <ul style="list-style-type: none"> <li>• Age</li> <li>• Breastfeeding</li> <li>• Disability</li> <li>• Family or carer's responsibilities</li> <li>• Marital or relationship status</li> <li>• Political conviction</li> <li>• Pregnancy or potential pregnancy</li> <li>• Race, colour, descent, nationality, ethnic, ethno-religious or national origin</li> <li>• Religion</li> <li>• Gender</li> <li>• Sexual orientation or preference</li> <li>• Transgender status</li> <li>• Actual or imputed characteristics of any of the attributes listed above</li> <li>• Association with a person identified by reference to any of the attributes listed above.</li> </ul>

Term	Definition
Reasonable Adjustment	These are administrative, environmental, or procedural alterations in the learning situation which remove barriers for people so that they can perform the inherent requirements of the course of study. This could mean adjustments to the mode of delivery or written material or the assessment process and timeframe. An adjustment is reasonable if it takes into account the requirements of the person and balances the interests of all parties affected.
Special Consideration	Special consideration is when ASA provides an alternative or different method of assessing a students' achievement of learning outcomes. Students may apply for Special Consideration if they have or are experiencing an illness, injury or misadventure during a study period or their course enrolment. A request for Special Consideration is not automatically granted and must be applied for within specific time periods.
unjustifiable hardship	ASA may state that implementation of an adjustments will be far too expensive, difficult, time consuming or cause some other hardship. A requested adjustment may be declined due to unjustifiable hardship.

## 5. Policy Statement

ASA recognises the importance of flexibility and support for students to enable equitable opportunities for participation and success in higher education. ASA is committed to supporting students holistically and equitably.

Reasonable Adjustments may be made to ensure that all students are able to equitably participate and succeed in their course of study. Reasonable Adjustments may be long term or short-term, depending on the needs of the student, and include arrangements to support participation in the broad range of activities that comprise educational experiences for students.

Students have a responsibility to act honestly and truthfully when applying for alternative arrangements. Any student suspected of submitting an application that is false or misleading will be investigated as per ASA's *Student Code of Conduct*. Appropriate actions will be taken depending on the outcome of the investigation.

## 6. Procedure

### 6.1 Grounds for Application

Circumstances that adversely impact a student's ability to undertake, prepare for, and/or complete an assessment task, a unit, or course maybe appropriate grounds for a request for Reasonable Adjustment. The Director Student Experience, in consultation with the Academic Dean and Director Learning Innovation, will consider requests on the grounds of protected attributes to ensure equitable opportunities for all students.

Students who currently have reasonable adjustments in place may still apply for Special Consideration if the alternative arrangements are insufficient for a particular assessment. ASA will seek to expedite these requests when reasonable adjustments have already been approved.

ASA reserves the right to consider any Reasonable Adjustment Requests on any grounds it deems appropriate that are in addition to the grounds specified in this document. ASA will seek to make adjustments where those arrangements are reasonable and balance the interests of all parties.

## 6.2 Applying

### 6.2.1 Documentation

Students must apply for alternative arrangements via the Reasonable Adjustment Request Form (**Request Form**) which is available on ASA website (<https://asahe.edu.au/policies-and-forms/>). Supporting documents should be submitted with the Request Forms.

Supporting documentation may include medical certificates, letters from professionals, statutory declarations, or notifications from relevant governmental agencies. The clarity and relevance of evidence provided in submitted supporting documentation will assist ASA to understand and support students with Reasonable Adjustment Requests. Documentation will vary depending on each person's circumstances but in general good documentation includes recent confirmation of your protected attribute/s or needs by an authoritative source.

Where the circumstances requiring alternative arrangements are complex or unusual, students are requested to include documentation that provides guidance about how the circumstances impact the student and indicate any specific arrangements that will best support the student. Students may request an interview, with a support person of their choice, if desired and indicate any requests they may have that require additional confidentiality or privacy measures.

If the supporting documentation is in a language other than English, students must supply certified copies of the original language document/s, and a complete English translation of the original language document/s.

### 6.2.2 Timeframes

Students may apply for Reasonable Adjustment at any time during application or enrolment at ASA. Students are requested to inform the Director Student Experience of any protected attributes as soon as possible to enable appropriate alternative arrangements to be made prior to commencement of study to support successful transition.

Please note that delayed applications may not be successful and that alternative arrangements can become more complex without appropriate notification. Additionally, applications submitted after the release of results in the unit will only be considered in exceptional circumstances, such as prolonged hospitalisation.

The Wellbeing Officer will provide students with the outcome of their application within 20 working days from the date of application.

## 6.3 Consideration Criteria

Requests for Reasonable Adjustment will be determined by a Reasonable Adjustment Committee composed of:

- Director Learning and Innovation
- Director Student Experience
- Academic Dean
- Wellbeing Officer.

The following will be considered:

- a. the correlation between the circumstance and student's engagement and success;
- b. the student's holistic well-being;
- c. maintenance of academic integrity and equity;

- d. the severity of the circumstance contingent upon the reliability and credibility of the supporting evidence;
- e. ASA's legal and ethical obligations; and
- f. any other relevant information available.

#### 6.4 Request Consideration Process

The process outlined below will be followed in considering any request for Reasonable Adjustment:

1. Student Services staff will inform the Committee upon receiving the request from students.
2. The Wellbeing Officer will upload both the Request Form and supporting documents onto the SMS under the student's profile if permission to do so is granted by the student.
3. Within three working days from the submission date, the Wellbeing Officer will book an appointment with the Committee to consider the application, including the Request Form and supporting documents received from the student.
4. The Committee will consider all the documents presented to them and organise a meeting with the student to discuss their needs and what adjustments are reasonable and relevant.
5. The Wellbeing Officer will inform the student of the meeting via an email sent through the SMS, with the option to bring a support person of their choice to the meeting within seven working days of the Request.
6. The meeting with the student will clarify the needs of all parties and communicate what alternative arrangements are appropriate for the organisation and the student based on the documentation provided and the obligations of ASA.
7. The Committee will determine an outcome and inform the student.

#### 6.5 Outcome

The Committee will exercise their judgement and discretion to commit to alternative arrangements that balance the needs of all parties and ensure the integrity of the course and award.

- The SMS will be updated by the Wellbeing Officer if a reasonable adjustment provision is agreed upon.
- The Director Student Experience will facilitate any administrative adjustments required.
- The Academic Dean will facilitate any academic adjustments required.
- The Wellbeing Officer will meet with the student every 6 months or more frequently to monitor their experience and make further arrangements as required.
- ASA may indicate that it is not able to make all adjustments requested by the student within the Reasonable Adjustments Request Form if an adjustment would be too expensive, difficult or time consuming, or cause some other hardship. This is called 'unjustifiable hardship'. ASA will work with any applicant or student to assist them to access an appropriate provider who can support the person to participate and succeed in higher education.

- ASA may decline Reasonable Adjustment requests due to insufficient or unverifiable evidence.

The student will be advised in writing of the final decision regarding their request for Reasonable Adjustment within 20 working days from the submission date of the request.

## 7. Grievances

A student who is dissatisfied with a decision made under this policy should lodge a formal complaint. Further information is detailed in *Student Grievance Policy* and associated Procedure.

## 8. Relevant HESFs

This document complies with the Higher Education Standards Framework (Threshold Standards) 2021. The following are relevant excerpts and specify that:

### Standard 1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded and informed by national and international comparators.
2. The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
  - a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
  - b. generic skills and their application in the context of the field(s) of education or disciplines involved
  - c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
  - d. skills in independent and critical thinking suitable for life-long learning.
3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination. [...]

### Standard 2.1 Facilities and Infrastructure

1. Facilities, including facilities where external placements are undertaken, are fit for their educational and research purposes, and accommodate the numbers and educational and research activities of the students and staff who use them.
2. Secure access to electronic information and adequate electronic communication services is available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorised access, except for locations and circumstances that are not under the direct control of the provider.
3. The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

### Standard 2.2 Diversity and Equity

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for

- academic success regardless of students’ backgrounds.
- 2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
- 3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

#### Standard 2.3 Wellbeing and Safety

- 1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.
- 2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.
- 3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.
- 4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.
- 5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.

#### Standard 2.4 Student Grievances and Complaints

- 1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.
- 2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.
- 3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.
- 4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.
- 5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

## 9. Version Control

This Policy and Procedure has been reviewed and approved by the Australian School of Accounting Board of Directors as at March 2024 and is reviewed every three years.

This Policy and Procedure is published and available on the Australian School of Accounting website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2024.1	Director Quality and Compliance	Newly created document.	01/03/2024	08/03/2024