



Student Reasonable Adjustment Procedure

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In developing this procedure the University had regard to the provisions of section 40B(1)(b) of the Human Rights Act 2004 (ACT).

1. PURPOSE:

This Procedure supports the University's *Inclusive Access to Education Policy (the Policy)* and sets out in detail the University's process for making reasonable adjustments for students.

2. SCOPE:

The scope of this Procedure is the same as the Policy.

3. PROCEDURE:

General

- 3.1. The [InclusionUC](#) team is responsible for facilitating reasonable adjustments for students in accordance with the *Disability Standards for Education 2005* and the Policy.
- 3.2. If students (including Students at the University of Canberra College) wish to apply for reasonable adjustments for their study, they can [register](#) for and access InclusionUC services at any time during their studies. Students studying at Third Party Provider institutions should check with their institution to understand how they can access reasonable adjustments.
- 3.3. Students can register with InclusionUC if they have a disability as defined in the Policy.

InclusionUC Services

- 3.4. Students can access InclusionUC for the following services:
 - a. registering for a Reasonable Adjustment Plan (RAP);
 - b. reviewing or updating a RAP; and
 - c. receiving referrals from the Inclusion Advisors to various UC Support Services for students registered with InclusionUC.
- 3.5. Inclusion Advisors can provide referrals to various University support services for students registered with InclusionUC.

3.6. Where needed and where the student provides their written consent, InclusionUC may liaise with unit conveners and assist students to negotiate variations to their reasonable adjustments to suit the learning and assessment tasks in a unit.

InclusionUC's Service Delivery Principles

3.7. InclusionUC upholds and promotes the rights of students with a disability to participate in University life in accordance with relevant legislation and University policies and procedures.

3.8. InclusionUC provides appropriate support in consultation with the student and in line with the student's diagnosis and the impact on their studies as reflected in medical documentation.

3.9. InclusionUC recommends strategies and adjustments that maximise the student's capacity and skills.

3.10. InclusionUC endeavours to empower students to be independent learners.

Reasonable Adjustment Plans

3.11. The Reasonable Adjustment Plan (RAP) documents the measures or actions implemented by the University to assist a student with a disability with their:

- a. enrolment;
- b. course or program of study; or
- c. use of facilities or services at UC.

3.12. The University also provides assistance to students who require adjustments to engage with the admissions process.

3.13. The University also makes reasonable adjustments for students in situations where they are required to complete Work Integrated Learning (**WIL**) or Higher Degree by Research (**HDR**). Where adjustments are made for a student in these situations, the University will provide the student with a Placement Support Letter outlining the specific adjustments for the student attending the WIL site or undertaking a HDR course.

Registering for a Reasonable Adjustment Plan

3.14. Students requiring reasonable adjustments must [register with InclusionUC](#) to be provided with a RAP. Each student's RAP will outline the specific adjustments that the University will make to support the student's studies.

3.15. Where needed, InclusionUC will assist students with the registration process or adapt the process to meet the accessibility requirements of individual students.

3.16. To register for a RAP, students must apply online and attach medical documentation completed by a treating health practitioner (either of the student, or of the person they have caring duties for) that includes:

- a. details of the diagnosis;
- b. the nature of the condition;
- c. the period of validity of the document; and
- d. the impact of their condition or the condition of the person they have caring responsibilities' for on their studies.

3.17. For some conditions, the University may require a completed Health Practitioner Report, and InclusionUC will provide students with a standard form where necessary.

3.18. Where the student's documentation contains insufficient detail, or where the Health Practitioner Report is required, InclusionUC will request that the student submit additional medical documentation to support the implementation of suitable adjustments. Information on specific requirements can be found

under the Appendix A – Additional Requirements for Specific Conditions.

Medical Documentation

3.19. Documentation must:

- a. be in English language;
- b. be legible and on a professional letterhead that clearly identifies the health professional, their credentials, their provider number and be dated and signed by the practitioner(s);
- c. state the diagnosis;
- d. indicate whether the diagnosed condition is temporary, fluctuating or permanent (for permanent conditions, validity of documentation is indefinite);
- e. indicate how long the health professional deems the document valid before requiring a review (for fluctuating conditions RAP validity will be no more than 12 months);
- f. detail the impact on the student;
- g. be not more than 14 days old for temporary conditions;
- h. be not more than six months old for fluctuating conditions; and
- i. be updated annually for certain conditions as advised by InclusionUC on a case-by-case basis.

Inclusion Advisor – Assessment and Consultation

3.20. When InclusionUC receives an application from a student, the application and medical documentation will be reviewed and assessed by an Inclusion Advisor.

3.21. The Inclusion Advisor reviews the student's application to determine whether adjustments are reasonable in all of the individual circumstances of the student's situation and considering all relevant interests, including the interests of the student, the University and any other person that may be affected by the implementation of an adjustment.

3.22. In making the assessment, the Inclusion Advisor will consider:

- a. the student's disability (based on the student's medical documentation);
- b. the views of the student or the student's associate provided through consultation as outlined below;
- c. the student's ability to achieve the learning outcomes of their course or program of study;
- d. the student's ability to participate in courses or programs and achieve the academic requirements of the course and other inherent or accreditation requirements;
- e. the student's ability to be an independent learner;
- f. the effect of the proposed adjustment on anyone else affected, including the University, staff, other students and members of the public;
- g. whether the adjustment may need to be changed over the period of a student's education or training; and
- h. the costs and benefits of making the adjustment.

3.23. Following the assessment, the Inclusion Advisor will discuss the proposed adjustments with the student or their associate. This consultation will include a discussion about:

- a. the disability;
- b. the area of study;
- c. study load and mode of study;
- d. past experiences, and areas of concern;

- e. the student's views on whether the adjustment is reasonable and will sufficiently assist them to:
 - i. enrol or be admitted to the University on the same basis as a prospective student without a disability;
 - ii. participate in the courses or programs and use the facilities provided by the University on the same basis as a student without a disability;
 - iii. participate in learning experiences on the same basis as a student without a disability who is enrolled in the course or program;
 - iv. access support services on the same basis as a student without a disability; and
 - v. participate in the activities for which the student is enrolled,
- f. the student's medical documentation; and
- g. the inherent requirements of the student's course.

3.24. Where necessary and appropriate, Inclusion Advisors will consult with Course and Unit Conveners to ensure that any proposed adjustments will enable the student to access content and demonstrate expected outcomes.

3.25. Where all the above considerations result in an assessment that the proposed adjustment balances both the interests of the student with the interests of the University and any other person or body affected by the proposed adjustment, the Inclusion Advisor will consider the adjustment to be reasonable, and the University will make the adjustment, subject to finalisation of the RAP as detailed below.

Finalisation of Reasonable Adjustment Plan

- 3.26. Prior to finalising their RAP, students will sign a consent form that asks the student to:
- a. agree to the terms and conditions associated with the provision, management and distribution of their RAP; and
 - b. allow InclusionUC to share the RAP with relevant staff within the relevant faculty, student accommodation, and other student support services as relevant or appropriate.

3.27. Where students provide consent, the RAP will be shared with relevant staff, including unit convenors. The purpose of providing the RAP to relevant staff is to communicate the reasonable adjustments to relevant staff who will implement the adjustments on a day to day basis.

3.28. Students are at liberty to withhold their consent to provide the RAP to relevant staff, but students must be aware that if they withhold their consent, the University will not be able to implement the adjustments as intended, and the student will not get the full benefit of the RAP.

3.29. Following the finalisation of their RAP, the University recommends that students contact their unit convenor, HDR supervisor, and any other relevant staff member where relevant to ensure that staff are aware of their RAP.

Reviewing or Updating a Reasonable Adjustment Plan

3.30. The University recognises that judgments about what is reasonable for a particular student with a particular disability may change over time. As such, the validity of student RAPs will be dependent on the nature of the student's condition and their medical documentation.

3.31. InclusionUC reviews current RAPs 3 months prior to their expiry and will notify students via email of the review. Where required, students will be asked for updated medical documentation to extend their RAP. Students may also consult with Inclusion Advisors to review their current RAP or discuss any other needs that arise in relation to their RAP.

3.32. The below indicates how long a RAP could be active for depending on the nature of the student's condition, as determined by their medical practitioner in the student's HPR:

- a. For fluctuating conditions – per document validity with a maximum of 12 months;
- b. For temporary conditions – per document validity with a maximum of 12 months; or
- c. For permanent conditions – per document validity with a maximum of 3 years.

Adjustments

Reasonable

3.33. An adjustment will be reasonable where it balances the interests of all parties affected.

3.34. Standard adjustments may include:

- a. Assignment extensions;
- b. Flexibility for attendance and/or participation; and
- c. Exams/in-class tests/online quizzes – extra time, small group room or rest breaks.

3.35. For adjustments beyond those listed above, students may be required to provide additional documentation that demonstrates the need for non-standard adjustments. If required, documentation must set out:

- a. the non-standard adjustment(s) that is required; and
- b. the specific reasons why the non-standard adjustment is sought.

Not reasonable

3.36. Proposed adjustments may not be assessed as reasonable when the adjustments are of such a nature that they have any of the following effects:

- a. the academic requirements of the course cannot be maintained;
- b. they will not facilitate the student meeting the inherent requirements of the course; or
- c. they will not facilitate the student meeting the relevant course accreditation requirements.

3.37. In accordance with the *Disability Standards for Education 2005*, the University is only required to make adjustments for students where the adjustment is reasonable considering all of the circumstances relating to the individual student's request.

3.38. If proposed adjustments are determined not to be reasonable, the University will work with the student to consider another adjustment that will assist the student while maintaining the integrity of the University's courses and units.

Work Integrated Learning

3.39. Work Integrated Learning (WIL) is an educational activity where theoretical knowledge and disciplinary skills are integrated with authentic professional experience.

3.40. The type of WIL a student undertakes is dependent upon their course and learning outcomes. For example, some courses require students to complete a minimum number of hours as part of professional registration requirements, whilst others require the demonstration of workplace competencies.

3.41. For further information please refer to the UC's [WIL Supervisor Guidelines](#) or the WIL Policy and Procedure.

Reasonable adjustments during WIL

3.42. To foster inclusive practice for all students with disability, the University will facilitate appropriate support and reasonable adjustments on placement.

3.43. If students require reasonable adjustments for WIL, students must contact InclusionUC, who will work with the individual student to determine what reasonable adjustments the student may need in relation to the placement. Following the determination of what adjustments are reasonable in the circumstances, InclusionUC, in collaboration with the student and any other person relevant to the WIL, including the WIL Unit Convenor, will develop a Placement Support Letter (PSL). The PSL outlines the reasonable adjustment(s) the student may need to perform optimally during placement.

3.44. Students may commence discussions with InclusionUC about what adjustments they may require for WIL at any time during their course of study, however any PSL will be finalised no more than 12 months in advance of the beginning of an expected placement.

3.45. A PSL may include specific requirements for:

- a. type of placement setting (for example, no facilities that may impact on the health and wellbeing of the student);
- b. location of placement (for example, Canberra-based placements only);
- c. pattern of attendances (for example, part-time hours – such as 3 days per week);
- d. individualised supports (for example, specialised software – such as voice recognition);
- e. accessibility considerations (for example, wheelchair accessible venue); and
- f. assistive technology (for example, amplified stethoscope).

3.46. To receive a PSL, students must provide sufficient documentation to allow InclusionUC to complete informed assessments specific for WIL. In performing a WIL specific assessment, InclusionUC must consider the student's supporting documentation, and whether any proposed adjustments will negatively affect any of the following:

- a. the overall Quality Features of WIL documented in the University's [WIL Policy](#);
- b. the expected competencies of the relevant profession; and
- c. the [inherent requirements](#) of the course or program of study.

3.47. Supporting documentation must:

- a. be in English language;
- b. be legible and on a professional letterhead that clearly identifies the health professional, their credentials, their provider number and be dated and signed by the practitioner(s);
- c. describe the reasonable adjustments required while on placement;
- d. explain why the adjustments are needed;
- e. explain what the student will be able to do with the reasonable adjustments in place; and
- f. be completed by a health professional with an appropriate scope of practice, as set out in Appendix A.

3.48. Adjustments for placement will be developed in collaboration with the student. With the student's consent, the University will provide this information (either verbally or in writing) to prospective placement organisations to ensure that reasonable adjustments are tailored to the specific context of that organisation, and to ensure that the organisation is able to make those adjustments. If students do not consent to this information being provided to potential placement organisations, the University may not be able to proceed in sourcing a placement for the student.

3.49. The University encourages students to contact the relevant course convener or discipline lead to discuss the inherent requirements of a chosen course, as well as additional accreditation standards.

4. ROLES AND RESPONSIBILITIES:

Who	Responsibilities
The Faculty and PPC or WIL Unit Convenor	<ul style="list-style-type: none"> • providing the student with advice, information and support regarding accreditation, inherent requirements, and expectations for the placement; • liaising with InclusionUC for PSL queries or concerns; • informing the student and InclusionUC within 3 business days if they believe any adjustment listed in the PSL contravenes the inherent requirements of the program, compromises the student's capacity to achieve learning outcomes or meet any external accreditation requirements, or does not reflect the interest of the student, university, or relevant external stakeholders; • developing, in collaboration with the student, reasonable adjustments the Student needs to enable their learning and participation at a placement organisation in and sharing this information with the host organisation during the sourcing process with the student's approval; • having due regard for each student's right to privacy and confidentiality when seeking information for the purpose of negotiating reasonable adjustments at a placement organisation; • advise the CareersUC Placement team about specific placement requirements to facilitate appropriate allocation of the placement for that Student.
InclusionUC	<ul style="list-style-type: none"> • consulting with the student to better understand their WIL requirements; • balancing the needs of the student and faculty by seeking feedback from all parties; • sending a draft PSL to the student and PPC within 3 business days of meeting with the student – this will enable the PPC to consider the request and feedback on possible options for reasonable adjustments; • sending the finalised PSL letter to the student and PPC within 3 business days of being notified that all parties agree; • being aware of the inherent requirements in relation to the student's course of study and whether the adjustment facilitates the student being able to satisfy those; • providing ongoing opportunities for the student to discuss concerns or issues arising on placement; and • providing further support and advice where appropriate.

Students	<ul style="list-style-type: none"> • making early contact (preferably at least 12 weeks before reasonable adjustments may be required) with the InclusionUC and course convenor and the PPC (if relevant) to allow optimal time for future planning and increasing the likelihood of the university being able to implement the reasonable adjustment(s) required (all cases will still be considered even if requested in less than 12 weeks); • understanding that different disciplines within Health and Education have varying constraints or limitations in some of the adjustments they can provide; for example, location-based placements within Canberra may not be an option in some disciplines; • considering their proposed adjustment in the context of the course inherent requirements and accreditation standards and whether they will be able to meet those should the adjustment be put in place; • being aware of mandatory reporting requirements as outlined by the Australian Health Practitioners Regulation Agency (AHPRA).; • providing appropriate medical documentation as detailed in this Guideline and actively participate in the development of their PSL; • advising their course convenor, PPC and InclusionUC if the impact of the disability changes, or if the PSL no longer meets their needs; and • contacting their course convenor, PPC and InclusionUC as soon as possible via email if the PSL has not been actioned appropriately.
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5. DEFINITIONS:

Definitions
Refer to the Policy for relevant definitions.