



REASONABLE ADJUSTMENT POLICY

Purpose

Lincoln Education Australia (LEA) is committed to providing reasonable adjustments to ensure equal opportunity and participation for students with special needs that may affect the student's learning experience.

Scope

This policy is applicable to prospective students at admission and enrolment into study, and for participation of enrolled students with special needs.

Principles

LEA recognises the individual needs of students and respects the rights of all students to participate inclusively and fully in all facets of the LEA experience in particular the access and equity of student engagement outcomes.

Overview

LEA shall take all reasonable steps to make adjustments so that students have an equal opportunity to successfully complete their studies

Adjustments may include modifications to the learning environment, teaching method, or assessment conditions to increase the participation of a student without compromising the academic standard or the inherent course requirements.

LEA shall not restrict enrolment on the basis of a special need or discriminate against students with a disability or chronic health conditions. However, LEA may deny entry based upon reasonable belief of a student's inability to successfully complete the course, based upon potential limitations applied by the disability or chronic health condition and restricted participation within course requirements.

Reasonable Adjustment

Reasonable adjustment is an adjustment made for students with a disability, health condition or special learning need. Generally, an application for reasonable adjustment is made at the time of a student's enrolment, however, a student can make an application at any time during their studies at LEA.

Reasonable adjustments are made to ensure that students are not presented with artificial barriers to learning or demonstrating learning achievement in their studies. Reasonable adjustment may include and is not limited to:



- The use or loan of adaptive/assistive technology or equipment for use by people with a disability or illness to enable them to undertake their study/assessment in a fair and equitable manner (e.g. seating, desktop computer/laptop)
- Alternative methods of assessment (e.g. verbal assessment)
- Individual conditions of assessment (e.g. seating arrangements, additional time, toilet/rest/exercise breaks, bite sized food/drink)
- Accessible learning formats (e.g. large print materials, coloured exam paper)
- Provision of a scribe
- Referral to additional services

Contact and Initial Assistance

The Student Experience Officers are the initial point of contact for students with special needs, and their role includes:

- Managing enquiries and issues related to the educational experience of students with special needs.
- Providing basic support and ensuring students with disabilities or special needs are treated with respect and dignity.
- Assisting other staff with strategies for responding to students with special needs requests.
- Ensuring appropriate disclosure, confidentiality and privacy is maintained in the triaging of requests for learning assistance or reasonable adjustments
- Assisting students with special needs in getting appropriate, reasonable adjustments for study materials, assessment tasks and environmental improvements, as relevant, and
- Outlining useful assistive technologies that may be used in assisting students with special needs

Process for Applying for Reasonable Adjustment

Current or prospective students who wish to apply for reasonable adjustment should follow the steps outlined below:

- Student contacts LEA and asks to speak with a Student Experience Officer (SEO)
- Following an initial conversation, the student submits an Application for Reasonable Adjustment to the SEO
- Where appropriate and in accordance with confidentiality principles, the SEO may communicate a student's specific needs in relation to learning and assessment to relevant academics or administrative staff for assessment or support
- A meeting may be set up with the student and the SEO to discuss the application and formalise a personal learning plan.
- The student shall be informed of the outcome within 5 working days of the application being received



- Students who are dissatisfied with the outcome of a reasonable adjustment application may seek recourse in accordance with the *Student Grievances, Complaints and Appeals Policy*.
- The SEO shall review the learning plan with the student at least annually, or earlier if circumstances change. Where a student has a permanent disability that shall not change, the learning plan shall be reviewed where changes to arrangements are required.
- Students should advise the SEO if their situation changes during their studies.

Determination of Reasonable Adjustment

Wherever practical, reasonable adjustment to a LEA policy or procedure shall be made to meet the needs of a student with special needs.

To determine if an adjustment is reasonable, the following shall be considered:

- A student's disability or chronic health condition, and any barriers, needs, or challenges that may affect that student throughout a subject or course
- The views of the student or the student's advocate
- Whether the adjustment shall impact on the academic standards or inherent course requirements
- Whether the adjustment creates an undue advantage for the student, or an undue disadvantage for another student
- The costs and benefits to all parties of making the adjustment
- The 'willingness to pay' the costs associated with the adjustment on behalf of either party

LEA is not obligated to make any adjustment or accommodation that may impose an unjustifiable hardship on LEA. Students with special needs may be required to provide additional medical or specialised documentation to substantiate the reasonableness of the adjustment.

The bearing of costs associated with reasonable adjustment shall be negotiated with the student at the time of the Reasonable Adjustment Plan being established.

In general, if a student requires a support person in a classroom or regular situation (e.g. as a notetaker), any costs associated with the appointment of that support person shall be borne by the student. However, if a student requires such a support person in an assessment situation on campus (e.g. exam, skills assessment) the support person shall be supplied by



LEA and the costs associated with the appointment of that support person shall be borne by LEA so as to ensure that the integrity of the assessment is upheld.

Students with special needs may be entitled to reasonable adjustments to learning resources, learning environment, teaching method or assessment conditions:

- Reasonable adjustments to learning resources or teaching methods may include providing a student with a visual impairment with larger font handouts
- Reasonable adjustments to learning environment may include using accessible teaching settings for students with a physical disability
- Reasonable adjustments to assessment conditions may include extended time for theory-based exams or alternate arrangements for practical assessments

Exceptions

LEA is not obligated to:

- Provide adjustments for a student who chooses not to disclose a disability or chronic health condition.
- Make any adjustment that may impose an unjustifiable hardship on LEA or that may compromise academic standards or inherent course requirements.

Roles and Responsibilities

LEA shall ensure that this policy is:

- Accessible to all staff and students
- Is implemented and applied consistently across all campuses of LEA including its online learning environment

Complaint or Grievance

Students who have a complaint or grievance, academic or non-academic, should refer to *Student Grievances, Complaints and Appeals Policy*. Students who have a complaint or grievance related to disability or special needs support for reasonable adjustment should first contact the Student Experience Officer or the Student Experience Manager.

Special Consideration

On occasion due to unanticipated events during the study period (e.g. illness, bereavement, natural disasters, personal trauma) students may be prevented from completing an assessment task by the due date, or attending an exam, or completing the assessment to the best of their ability.

Students affected by such event can apply for special consideration for assessments they believe are affected by any of the above circumstances. Further information about the Special Consideration process is available in the *Assessment Policy*. Alternatively, students



who wish to apply for special consideration, or are uncertain about their eligibility, should contact SEO for further information.

Compliance

All staff and students at LEA are required to comply with this policy and its procedures, and with related policies and procedures. Non-compliance may result in disciplinary action.

File Number	LEA-GEN-COR-70068-D
Responsible Officer	Chief Executive Officer
Contact Officer	Academic Dean
Legislative Compliance	<ul style="list-style-type: none"> • <i>Higher Education Standards Framework (Threshold Standards) 2015</i> • <i>Tertiary Education Quality and Standards Agency Act 2011</i>
Supporting Documents	
Related Documents	<ul style="list-style-type: none"> • <i>Assessment Policy</i> • <i>Anti-Discrimination Policy</i> • <i>Examination Policy</i> • <i>Sexual Harassment and Sexual Assault Policy and Procedures</i> • <i>Student Grievances, Complaints and Appeals Policy</i> • <i>Disability Support Policy</i> • <i>Student Learning Support Policy and Procedures</i> • <i>Equity and Diversity Policy and Procedures</i>
Superseded Documents	
Effective Date	1 January 2022
Next Review	3 years from the effective date

Review Schedule

This policy shall be reviewed by the Academic Board every three years.

Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	17/12/2020	New policy