

# Reasonable Adjustment Policy

## Document

<b>Document Name</b>	Reasonable Adjustment Policy
<b>Brief Description</b>	This policy outlines SIBT's commitment to providing an accessible and inclusive work and study environment that enables students to participate in education, learning, and student life on an equitable basis with other members of the SIBT community.
<b>Responsibility</b>	Academic Board
<b>Initial Issue Date</b>	1 July 2023
<b>Date for Next Review:</b>	5 June 2025

## Version Control

<b>Date/Approval</b>	<b>Version No.</b>	<b>Summary of Changes</b>	<b>Reviewer Name / Department</b>
05/06/2023	1	Initial Release	Academic Director

## Related Documents

<b>Name</b>	<b>Location</b>
Student Complaints and Appeals Policy	<a href="#">SIBT Website</a>
Assessment Policy	<a href="#">SIBT Website</a>
Program Progress Policy	<a href="#">SIBT Website</a>
Special Consideration Policy	<a href="#">SIBT Website</a>
Student Code of Conduct Policy	<a href="#">SIBT Website</a>
Higher Education Support Act 2003	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Higher Education Standards Framework (Threshold Standards) 2021	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Education Services for Overseas Students Act 2000	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
National Code of Practice for Providers of Education and Training to Overseas Students 2018	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
The Disability Discrimination Act 1992	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Disability Standards for Education 2005	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Anti-Discrimination Act 1997 (NSW)	<a href="https://www.legislation.nsw.gov.au/">https://www.legislation.nsw.gov.au/</a>



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## 1. Purpose

- a) The purpose of the Reasonable Adjustment Policy is to:
  - i. Outline SIBT’s commitment to providing an accessible and inclusive work and study environment that enables students with disability or other needs to participate in education, learning, and student life on an equitable basis with other members of the SIBT community; and
  - ii. Support compliance with the SIBT’s obligations under Higher Education Standards Framework (Threshold Standards) 2021 standard 2, Disability Discrimination Act 1992, Disability Standards for Education 2005, and Anti-Discrimination Act 1997 (NSW).

## 2. Definitions

Term	Meaning
<b>Reasonable Adjustment</b>	A reasonable adjustment is an administrative, environmental, or procedural assistance, action, or measure that SIBT takes to reduce or eliminate unnecessary barriers for people with a disability (or other needs) so that they can access and participate in the learning as far as possible on the same basis as others.
<b>Disability</b>	Defined very broadly under the <i>Disability Discrimination Act 1992</i> as any physical, sensory, neurological, intellectual, psychiatric, or learning disability, and includes physical disfigurement, the presence in the body of disease-causing organisms and total or partial loss of part of the body or a bodily function. It also includes a temporary, permanent, current, past, or future disability, and chronic health conditions which may not commonly be considered disabilities.
<b>Academic Integration Plan (AIP)</b>	An AIP is a document established between a student and the student counsellor outlining the 'reasonable adjustments' or academic strategies that support them to complete their academic work while managing their condition. AIP is implemented by various departments including teaching, administration, student services and support Staff.
<b>Inherent Requirements</b>	Inherent requirements are the core and essential components of a unit or program of study like tasks and activities that demonstrate the capabilities, knowledge, and skills necessary to successfully achieve the core learning outcomes.

## 3. Application

- a) The Reasonable Adjustment Policy applies to all SIBT students and prospective students.

## 4. Policy Statement

- a) SIBT is committed to:
  - i. Establishing and fostering a diverse and inclusive student community which is free from harassment and unlawful discrimination, and

- ii. Creating a physical, learning, and social environment where all students have equal opportunities to develop their unique abilities and reach their full academic and personal potential.
- b) SIBT encourages individuals to seek admission to the SIBT programs regardless of impairment or disability and applies the principle of reasonable adjustment in providing access to any benefits provided by SIBT, that are equivalent to its students who do not have a disability.
- c) SIBT recognises that students might need reasonable adjustments due to following but not limited factors:
  - i. Students with permanent or temporary disabilities, medical, or mental health conditions;
  - ii. Students with caring responsibilities;
  - iii. Students with religious or cultural obligations.
- d) Applicants with disabilities are admitted to SIBT programs, subject to meeting the academic entry requirements, which apply to all students enrolling in the same program.
- e) Information on available support services is provided to students and potential students during the Orientation Program and is also available on SIBT website.

## 5. Disclosing the Reasons for Reasonable Adjustments

- a) All students who require reasonable adjustments can disclose the nature of their disabilities (and other needs) and discuss their requirements at any time during their studies at SIBT.
- b) It is encouraged and expected of students to provide information regarding the nature of their disability (or special needs) during the application and enrolment process to receive early and sufficient support to succeed in their chosen program of study.
- c) Students seeking access to support or adjustments must supply supporting documentation about the nature and impact of the disability or medical condition in the learning environment. The documentation may include medical or professional advice, letters or reports, and reports from previous educational institutions, government and community agencies. SIBT may, in some circumstances, request an additional assessment in order to determine what adjustments may be appropriate for an individual student.
- d) SIBT ensures that all students are treated with dignity, discretion, and confidentiality during this process.
- f) SIBT will not disclose any information to any person outside of the institution without the specific written consent of the student, unless:
  - i. The information is necessary to prevent or lessen a serious threat to the life, safety or health of any person, or to public health or safety, and it is unreasonable or impractical to obtain the student's prior consent to the disclosure; or
  - ii. The disclosure is required by law.
- e) Students can access free and confidential support by booking an appointment with the Student Counsellor to discuss the reasonable adjustment options and potential for an Academic Integration Plan (AIP).

## 6. Reasonable Adjustments

- a) Reasonable adjustments may be made to the physical features, attendance, mode of delivery of classes or written material or the assessment processes and timeframes.
- b) An adjustment is reasonable if it considers the requirements of the person and balances the interests of all parties affected. Consideration needs to be given to the following but not limited factors:
  - i. The effect of the adjustment on the person's ability to meet the inherent requirements of a unit or program of study to successfully achieve the core learning outcomes without compromising academic standards;
  - ii. The costs and benefits of making the adjustment; and
  - iii. The interests of all parties affected, including those of the student with the disability, staff, and other students.
- c) Exemptions from assessment items on the basis of disability are not considered a reasonable adjustment.

## 7. Academic Integration Plan

- a) An individual plan, the Academic Integration Plan (AIP), will be developed for each student with a disability or chronic health condition in consultation with the Unit Coordinator and/or Program Convenor.
- b) The Academic Integration Plan will:
  - i. Not disclose the nature of the student's disability or chronic health condition; and
  - ii. Set out the specific reasonable adjustments required by the individual.
- c) The reasonable adjustments within the Academic Integration Plan (AIP) are negotiated and agreed upon with the student (or prospective student), their support person or representative and the SIBT Student Counsellor. SIBT considers these negotiations an open, constructive, and respectful dialogue to adequately meet student's needs and to improve ways of learning, teaching, and operating.
- d) Students are required to sign the Academic Integration Plan (AIP).
- e) The Academic Integration Plan (AIP) will be distributed to teaching and other relevant staff for implementation.
- f) Reasonable adjustments may be required for all or any assessment tasks in a unit, including in-session tests and final examinations and may include but are not limited to:
  - i. A longer extension for assessment submission or examination;
  - ii. Provision of an alternative assessment task that will resemble as closely as possible the original assessment item and carry the same percentage of total weighting for the unit;
  - iii. Resubmission of the assessment task or re-sit of the examination;
  - iv. Supplementary final examination;
  - v. Use of separate examination rooms or spaces;
  - vi. Additional time to read/write during the examination;
  - vii. Additional or longer breaks during the examination;
  - viii. Permission to bring food, drinks, and/or medicine to the examination room;
  - ix. Reasonable adjustment to the attendance requirement;

- x. Alternative modes of the delivery of an assessment (for example orally or use a computer or scribe instead of written examination);
- xi. Alternative modes of presenting classroom materials such as visual, oral, or demonstrations;
- xii. Access to quiet rooms.
- g) All Academic Integration Plans (AIPs) are reviewed periodically to ensure currency and validity.
- h) Students can request the review of their Academic Integration Plan (AIP) to apply for adjustments.

## 8. Appeal

- a) Students, who believe their requests for adjustments have been unreasonably refused, can appeal within 20 working days from the receipt of the notification or file a complaint if their agreed reasonable adjustments have not been implemented in a timely manner in accordance with the Student Complaints and Appeals Policy.