

# Academic Reasonable Adjustment Policy

## Document

<b>Document Name</b>	Academic Reasonable Adjustment Policy
<b>Brief Description</b>	This policy outlines Sydney Institute of Business and Technology's (SIBT) 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>Responsible Officer</b>	Academic Director
<b>Delegated Authority</b>	Academic Board
<b>Initial Issue Date</b>	1 July 2023
<b>Date for Next Review:</b>	20 May 2028

## Version Control

Date Approved	Version No.	Summary of Changes	Approver
05/06/2023	1	Initial Release	Academic Director
20/5/2025	2	Identified Responsible Officer. Updated support strategies to align with Support for Student Policy and related procedure. Added clarification regarding privacy and disclosure. Added clarity on Student Responsibilities. Improved clarity and readability throughout the Policy. Changed Policy title to include 'Academic'. Added context for types of disability and removed reference to Carer responsibilities and religious cultural obligations.	Academic Board

## Related Documents

Name	Location
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	<a href="#">SIBT Website</a>
Student Complaints and Appeals Policy	<a href="#">SIBT Website</a>

Name	Location
Support for Students Policy	<a href="#">SIBT Website</a>
Support for Students Procedure	<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 this Policy is to:
- 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
  - Support compliance with the SIBT's obligations under the 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>	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 temporary, permanent, current, past, or future disability, and chronic health conditions which may not commonly be considered disabilities.
<b>Academic Reasonable Adjustment Plan (ARAP)</b>	A plan developed as a result of consultation between a student and their student counsellor outlining the 'reasonable adjustments' or academic strategies to support them in completing their academic work while managing their condition. The ARAP is implemented by various departments including teaching, administration, student services and support staff.
<b>Inherent Requirements</b>	The core and essential components of a unit or program of study such as tasks and activities that demonstrate the capabilities, knowledge, and skills necessary to successfully achieve the stated learning outcomes.

## 3. Application

- a) This Policy applies to all SIBT current and prospective students.

## 4. Policy Statement

- a) SIBT is committed to:
- 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 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, but not limited to:
  - i. permanent or temporary disabilities,
  - ii. ongoing medical, or mental health conditions.
- d) Information on available support services is provided to students and potential students during the Orientation Program and is also available on the SIBT website.
- e) 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.

## 5. Student Responsibilities

- a) SIBT is committed to assisting students with a disability, health condition, or special learning need, but can only do so if students identify and engage in the consultation process to determine reasonable adjustments to their studies.
- b) Students are encouraged to disclose their disability, health condition, or special learning needs, at the earliest opportunity during the application and enrolment process to receive early and sufficient support to succeed in their chosen program of study.
- c) Prior to admission, where a need for reasonable adjustments is indicated, future students are contacted by the Student Counsellor to discuss the nature and impact of their disability, to ensure that support needs are understood and can be met by SIBT.
- d) 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 will be provided with an SIBT Verification of Disability Form. The documentation provided 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 to determine what adjustments may be appropriate for an individual student.
- 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 Reasonable Adjustment Plan (ARAP).
- f) Students are responsible for disclosing to SIBT if the reasonable adjustments provided are ineffective and/or if further adjustments are required to manage the impact of their disability, condition or special learning needs.

- g) Students may 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.

## 6. Reasonable Adjustments

- a) Reasonable adjustments may be made to the physical features, attendance, mode of delivery of classes, written material and 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 may be given to a range of factors including:
  - 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, condition or special learning needs, staff, and other students.
- c) Exemptions from assessment items on the basis of disability, condition or special learning needs are not considered a reasonable adjustment.

## 7. Academic Reasonable Adjustment Plan

- a) An individual Academic Reasonable Adjustment Plan (ARAP) will be developed for each student with a disability, condition or special learning needs with their Student Counsellor.
- b) The Student Counsellor, in consultation with relevant academic staff members and/or Program Convenor, will ensure the student's privacy is protected and that the adjustments provide the level of equity required to support the student in meeting the units' learning outcomes.
- c) The ARAP will:
  - i. Ensure nondisclosure of the nature of the student's disability or other needs; and
  - ii. Set out the specific reasonable adjustments required for the individual.
- d) The reasonable adjustments within the ARAP will be negotiated and agreed upon with the student (or prospective student), their support person or representative, and the SIBT Student Counsellor.
- e) SIBT will ensure the consultation process is an open, constructive, and respectful dialogue that ensures the student's needs are understood and an appropriate bespoke solution is in place for learning, teaching, and operating at SIBT.
- f) After the student has signed acceptance of the ARAP, it will be distributed to teaching and other relevant staff for implementation.
- g) Reasonable adjustments for assessment tasks in a unit, including in-session tests and final examinations may include (where appropriate) but are not limited to:
  - i. An extension for assessment submission or examination that may exceed the extension period stated in the [Special Considerations Policy](#);
  - ii. Provision, where possible, for an alternative assessment task that meets the requirements of the original assessment item with the same percentage of total weighting for the unit;

- iii. Resubmission of the assessment task or re-sit of the examination;
  - iv. A supplementary final examination;
  - v. Use of a separate examination room or space;
  - vi. Additional time to read/write during the examination;
  - vii. Additional or longer breaks during the examination;
  - viii. Provision to bring food, drinks, and/or medicine to the exam;
  - ix. Reasonable adjustment to the attendance requirement where tutorial attendance is a component of assessment;
  - x. Alternative modes of delivery of an assessment (for example orally or using a computer or scribe instead of written examination);
  - xi. Alternative modes of presenting classroom materials such as visually or orally, using demonstrations, video or audio recordings;
  - xii. Access to quiet rooms.
- h) All ARAPs will be reviewed periodically to ensure currency and validity.
  - i) Students can request a review of their ARAP 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 application outcome notification.

## 9. Review

- a) SIBT monitors the effectiveness and appropriateness of the terms under this Policy to identify continuous improvement opportunities and risk identification and mitigation, and to inform updates to the policy.
- b) This Policy will be reviewed by the Responsible Officer and the Quality and Compliance Manager, a minimum of every three (3) years, or when there are updates to the regulatory compliance requirements, legislation, regulation, and guidelines.