

## 1. Purpose

1.1. The purpose of this Reasonable Adjustment Policy and Procedure is to ensure that Central Australian Institute of Technology Higher Education (CAIT Hi-Ed) upholds its commitment to inclusive education and equitable access for all students. This policy provides a clear framework for identifying, assessing, and implementing reasonable adjustments for students who may be impacted by disability, medical conditions (temporary or ongoing), caring responsibilities, cultural obligations, or other significant circumstances that affect their ability to fully participate in learning and assessment. CAIT Hi-Ed recognises the diverse needs of its student community and aims to provide a supportive, fair, and responsive learning environment. This policy and procedure will ensure that CAIT Hi-Ed meets its obligations under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, while maintaining the integrity of academic and professional standards. Through this policy, CAIT Hi-Ed will foster a learning environment that values diversity, respects individual needs, and enables all students to have a fair opportunity to succeed in their studies.

## 2. Scope

2.1. The Reasonable Adjustment Policy and Procedure applies to:

- All current students of CAIT Hi-Ed, including those undertaking coursework, placements, and Work Integrated Learning (WIL).
- All academic staff, and professional staff involved in student support, course delivery, assessment, and placement coordination.
- Placement providers and host organisations involved in delivering WIL, internships, or other external learning activities associated with CAIT Hi-Ed.
- Senior management and governance bodies responsible for ensuring compliance with anti-discrimination legislation, inclusive education principles, and institutional quality assurance processes.

## 3. Policy

3.1 CAIT Hi-Ed is committed to fostering an inclusive and accessible learning environment where all students have equitable opportunities to succeed. In line with its legal and ethical obligations under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, CAIT Hi-Ed will provide reasonable adjustments to students whose ability to participate in education is impacted by disability, medical conditions (temporary or ongoing), caring responsibilities, cultural obligations, or other significant circumstances. Reasonable adjustments will be made in consultation with students, ensuring that adjustments are tailored to their individual needs while maintaining the academic integrity and inherent requirements<sup>1</sup> of each course. This policy reflects CAIT Hi-Ed's commitment to promoting respect, diversity, and the removal of unnecessary barriers to learning.

## 4. Principles

4.1. CAIT Hi-Ed's approach to Reasonable Adjustments will be guided by the following principles:

- 4.1.1 CAIT Hi-Ed will promote equitable access to education by ensuring students with disability, medical conditions (temporary or ongoing), caring responsibilities, cultural obligations, or other significant circumstances have the opportunity to participate on the same basis as their peers.
- 4.1.2 The needs, preferences, and rights of the student will be central to all decisions regarding reasonable adjustments, with students actively involved in the identification, negotiation, and review of adjustments.

<sup>1</sup> A statement outlining the inherent requirements for the various courses offered at CAIT Hi-Ed will be provided separately.

- 4.1.3 Adjustments will enable students to meet the essential learning outcomes and inherent requirements of their course without compromising academic standards or professional accreditation requirements.
- 4.1.4 Reasonable adjustments will be developed in consultation with the student, academic staff, support officers, and where relevant, placement providers or external experts.
- 4.1.5 Adjustments will be reasonable and practical in terms of CAIT Hi-Ed's resources, operational capacity, and the need to maintain health, safety, and fairness for all students and staff.
- 4.1.6 CAIT Hi-Ed will ensure compliance with relevant legislation, including the Disability Discrimination Act 1992, Disability Standards for Education 2005, and other applicable regulatory frameworks.
- 4.1.7 Information about students' circumstances and adjustment requests will be managed with sensitivity and confidentiality, in line with privacy legislation and CAIT Hi-Ed's Privacy Policy.
- 4.1.8 Reasonable adjustment processes will be regularly reviewed to ensure their effectiveness, responsiveness, and alignment with current best practice in inclusive education.

## 5. Determination of Reasonable Adjustment

- 5.1.1 At CAIT Hi-Ed, reasonable adjustments will be implemented to remove or minimise barriers that may prevent students with disability, medical conditions (temporary or ongoing), caring responsibilities, cultural obligations, or other significant circumstances from participating in education on the same basis as their peers.
- 5.1.2 An adjustment will be considered reasonable if it:
  - Enables the student to participate fully in learning, assessment, and related educational activities, alongside their peers, without compromising the quality or integrity of their educational experience.
  - Maintains the inherent requirements of the course, ensuring that essential learning outcomes, core competencies, and professional standards (where relevant) are preserved.
  - Is practical and feasible, taking into account CAIT Hi-Ed's available resources, facilities, staffing, and operational capacity, while ensuring that any undue hardship to the institution, other students, and staff is avoided.
  - Complies with legislative obligations under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, as well as relevant sector standards and professional accreditation requirements (if applicable).

### 5.1.3 Examples of Reasonable Adjustments

Reasonable adjustments will be tailored to individual needs and will vary depending on the student's circumstances, the nature of their course, and the learning environment. Examples of reasonable adjustments will include but not be limited to:

- Providing learning materials in accessible formats, such as large print, braille, captioned videos, screen-reader compatible documents, or audio recordings.
- Extending time limits for assessments, examinations, or assignment submissions, to accommodate fatigue, medical treatment schedules, processing time for students with cognitive disabilities, or other relevant factors.
- Allowing the use of assistive technologies, such as speech-to-text software, magnification tools, or adaptive equipment, to enable full participation in learning and assessment.
- Modifying physical environments to improve accessibility, including rearranging seating, ensuring step-free access, providing adjustable furniture, or facilitating access to quiet rooms.

- Offering alternative methods for demonstrating competency, such as substituting written assignments with oral presentations, allowing practical demonstrations instead of written tests, or modifying group work arrangements to suit individual needs.
- Providing access to support personnel, including sign language interpreters, note-takers, learning assistants, or specialist mentors, where appropriate and feasible.

5.1.4 CAIT Hi-Ed will ensure that all adjustments are implemented in consultation with the student and relevant staff, documented clearly in the Reasonable Adjustment Plan, and reviewed periodically to ensure they remain effective and appropriate as the student's needs or course requirements evolve.

## 6. Procedure

### 6.1. Contact and Initial Assistance

6.1.1. CAIT Hi-Ed will ensure that students who may require reasonable adjustment will have clear, accessible, and supportive pathways to seek assistance. From the point of application and throughout their academic journey, students will be provided with comprehensive information about their right to request reasonable adjustments. This information will be included in enrolment materials, student handbooks, orientation sessions, and on CAIT Hi-Ed's website and learning management system.

6.1.2. Students will be actively encouraged to make contact as early as possible — ideally at the time of enrolment or when their needs first arise — to allow timely assessment, planning, and implementation of appropriate adjustments. Early engagement will help ensure that students can participate fully in all aspects of learning, assessment, and any relevant work placements.

6.1.3. CAIT Hi-Ed will designate a Student Support Officer (or equivalent role) as the primary point of contact for all reasonable adjustment enquiries and requests. The Student Support Officer will act as a central coordinator, assisting students to understand their rights, responsibilities, and the process for applying for adjustments. The Support Officer will also provide guidance on the type of supporting evidence required, such as medical reports, psychological assessments, or educational documentation, to substantiate their request.

6.1.4. Initial assistance will go beyond process explanation — it will include individualised support to help students identify their specific needs in relation to the inherent requirements of their course. The Support Officer will work with the student to ensure they understand the types of adjustments that may be available, as well as the importance of aligning adjustments with course learning outcomes. Where required, students will be supported to liaise with teaching staff, placement coordinators, or external professionals (e.g., disability advisors) to ensure their needs are fully understood and appropriately addressed.

### 6.2. Process for Applying for Reasonable Adjustment

6.2.1. CAIT Hi-Ed will provide a clear, accessible, and student-friendly process for students to apply for reasonable adjustment. Students who identify a need for adjustment will be able to formally apply by completing a Reasonable Adjustment Request Form, which will be available both online via the student portal and in hard copy upon request.

6.2.2. To support their application, students will be required to provide relevant supporting evidence that outlines the nature and impact of their condition or circumstance. Acceptable forms of evidence may include, but will not be limited to:

- Medical certificates or health professional reports detailing the condition and its educational impact.
- Psychological assessments or reports from allied health professionals.

- Educational assessments or learning plans from previous education providers (where relevant).
- Documentation from rehabilitation providers, government agencies, or other relevant bodies.

6.2.3. Upon receipt of a completed application, CAIT Hi-Ed will formally acknowledge the application within five (5) working days and will begin the assessment process promptly. Students will be kept informed of the progress of their application at key stages and will be provided with an indicative timeframe for decision-making. The assessment process will focus on understanding the student's individual needs and balancing those needs with the inherent requirements of the course.

6.2.4. CAIT Hi-Ed will also ensure that this process is timely and responsive, with reasonable adjustments implemented as early as possible to prevent unnecessary disadvantage or disruption to the student's learning journey. Where the need for adjustment arises mid-course (for example, following a medical diagnosis), CAIT Hi-Ed will adopt a flexible and compassionate approach, ensuring that students are supported through transitional arrangements while their request is formally assessed.

### **6.3. Negotiating Adjustments**

6.3.1. CAIT Hi-Ed will adopt a collaborative and consultative approach when considering and determining reasonable adjustments. The negotiation process will be guided by the principles of equity, respect, and flexibility, ensuring that adjustments reflect the student's individual needs while preserving the inherent requirements and academic integrity of the course.

6.3.2. Upon receipt of a reasonable adjustment request, CAIT Hi-Ed will facilitate direct discussions between the student, the Student Support Officer, and relevant academic staff, such as course coordinators, lecturers, and Tutors. If the adjustment relates to Work Integrated Learning (WIL) or placement, the WIL coordinator and host organisation representative will also be involved in the negotiation process.

6.3.3. These discussions will aim to:

- Clearly understand the nature and impact of the student's circumstances and needs on their ability to participate and demonstrate learning.
- Identify the specific barriers the student faces in completing required learning and assessment activities.
- Explore a range of possible adjustments, considering both the student's preferences and the feasibility of implementation within the teaching, assessment, or workplace environment.
- Ensure proposed adjustments do not compromise the inherent requirements of the course or the safety of the student and others.

6.3.4. Where appropriate, CAIT Hi-Ed may also consult with external experts, such as disability advisors, medical practitioners, allied health professionals, or specialist support services, to gain further insight into the student's support needs and to inform adjustment decisions. This will be done with the student's consent, and the student will be encouraged to actively participate in these consultations.

6.3.5. CAIT Hi-Ed will ensure that the negotiation process is transparent, with clear communication to the student about the factors considered in determining adjustments. Students will have the opportunity to ask questions, raise concerns, and suggest alternative options if they feel the proposed adjustment does not adequately meet their needs.

6.3.6. All negotiated adjustments will be documented in a Reasonable Adjustment Plan, which will outline:

- The specific adjustments to be provided.
- The responsibilities of students, staff, and any external parties (where relevant).
- Timeframes for review to ensure adjustments remain appropriate if circumstances change.

## 6.4. Implementing Reasonable Adjustment.

6.4.1. Once an adjustment has been formally approved, CAIT Hi-Ed will develop and document a Reasonable Adjustment Plan. This plan serves as a clear record of the agreed adjustments and provides important guidance for both staff and students. It will include:

- A description of the specific adjustments to be provided.
- Expected timelines for implementation, including key milestones if applicable.
- Clear identification of the roles and responsibilities of all relevant parties, such as academic staff, professional staff, and the student themselves, to ensure the adjustments are implemented effectively.

6.4.2. The plan will be shared with academic and professional staff who are directly involved in supporting the student's learning journey. This ensures all teaching and assessment staff are aware of the approved adjustments and can apply them consistently across all learning and assessment activities. This is particularly important in cases where the student is enrolled in multiple units or courses, to maintain a cohesive approach across the learning environment.

6.4.3. To ensure that adjustments remain effective and appropriate, students will be invited to provide feedback on the implementation process. This allows students to express whether the adjustments are meeting their needs and provides an opportunity for further refinement if necessary. Feedback may be gathered through informal conversations, periodic check-ins, or more formal review processes, depending on the nature and complexity of the adjustments.

## 6.5. Complaint or Grievance

6.5.1. Students have the right to lodge a complaint or grievance if they believe their reasonable adjustments have not been appropriately considered, implemented, or maintained. This right reflects CAIT Hi-Ed's commitment to ensuring fair and equitable access to education for all students, including those requiring adjustments due to disability, medical conditions (temporary or ongoing), caring responsibilities, cultural obligations, or other significant circumstances.

6.5.2. Complaints or grievances may relate to:

- A decision to deny or partially deny a requested adjustment.
- Delays in implementing approved adjustments.
- Inconsistent or incomplete application of adjustments across units, courses, or assessment tasks.
- Issues with the quality, appropriateness, or practicality of the adjustments provided.

6.5.3. All such complaints will be managed in accordance with CAIT Hi-Ed's Student Grievance and Complaints Policy and Procedure, ensuring a transparent, accessible, and supportive process. Key principles guiding the process include:

- All parties will have an opportunity to present their views, and decisions will be based on objective consideration of all available evidence.
- Complaints will be handled with sensitivity, and information will only be shared with those directly involved in the resolution process.

- Complaints will be acknowledged promptly, and CAIT Hi-Ed will work to resolve them within a reasonable timeframe. Where necessary, interim measures may be put in place to support the student while the complaint is under review.
- Students will not be disadvantaged or penalised for raising a legitimate concern or complaint.

6.5.4. Students will also be informed about **external avenues for complaint resolution**, should they remain dissatisfied after internal processes have been exhausted. External options may include:

- The Australian Human Rights Commission — particularly if the complaint relates to discrimination on the basis of disability.
- Relevant state or territory ombudsman services — for concerns about procedural fairness or institutional conduct.
- Tertiary education regulatory bodies — where applicable, particularly if the complaint raises systemic concerns about compliance with higher education standards.

6.5.5. CAIT Hi-Ed encourages students to seek early resolution where possible by raising concerns informally with relevant staff or the Student Support team before escalating to a formal grievance. However, students are not required to pursue informal options if they feel uncomfortable or believe the matter requires formal attention from the outset

## 7. Roles and Responsibilities

### 6.1 Student

- Identify and communicate the need for reasonable adjustment.
- Provide relevant supporting evidence (e.g., medical documentation).
- Actively participate in consultation and planning discussions.
- Provide feedback on the effectiveness of implemented adjustments.

### 6.2 Student Support Office

- Facilitate the reasonable adjustment process.
- Assist students with completing forms and providing documentation.
- Coordinate consultations between students, academic staff, and other relevant parties.
- Document approved adjustments in the Reasonable Adjustment Plan.
- Ensure all relevant staff are informed of approved adjustments, while only disclosing personal information about the student on a strictly need-to-know basis to protect their privacy.

### 6.3 Academic/Teaching Staff

- Implement agreed adjustments in learning and assessment activities.
- Maintain open communication with Student Support Officers and students.
- Provide ongoing feedback regarding the effectiveness of adjustments.
- Raise any concerns if adjustments create unforeseen academic or practical challenges.

### 6.4 Course Coordinators

- Ensure course design and requirements can accommodate reasonable adjustments.
- Support academic staff in implementing adjustments appropriately.

- Monitor the overall implementation of adjustments across units.

#### 6.5 WIL/Placement Coordinators

- Liaise with host organisations to explain and negotiate reasonable adjustments for work-integrated learning or placements.
- Ensure adjustments are practical, reasonable, and aligned with workplace requirements.
- Act as a point of contact for both students and placement hosts if issues arise.

#### 6.6 Executive Leadership Team

- Ensure institutional compliance with disability and anti-discrimination legislation.
- Allocate adequate resources to support the reasonable adjustment process.
- Monitor institutional performance in providing equitable access and report on relevant outcomes.
- Foster a culture of inclusion and continuous improvement in relation to accessibility and reasonable adjustments.

### 8. Authority and Compliance

File Number	HEP025
Status	Current
Approval Authority	Academic Board.
Legislative Compliance	<ul style="list-style-type: none"> <li>• Disability Discrimination Act 1992 (Cth)</li> <li>• Disability Standards for Education 2005 (Cth)</li> <li>• Australian Human Rights Commission Act 1986 (Cth)</li> <li>• Equal Opportunity Act 2010 (Vic)</li> <li>• Higher Education Standards Framework (Threshold Standards) 2021</li> </ul>
Supporting Documents	<ul style="list-style-type: none"> <li>• CAIT Hi-Ed Reasonable Adjustment Form</li> <li>• CAIT Hi-Ed Reasonable Adjustment Plan Template</li> <li>• CAIT Hi-Ed Supporting Document Checklist</li> <li>• CAIT Hi-Ed Reasonable Adjustment Acknowledgement Form.</li> <li>• CAIT Hi-Ed Work Integrated Learning (WIL) Adjustment Request Form</li> <li>• CAIT Hi-Ed WIL Adjustment Implementation Plan.</li> <li>• CAIT Hi-Ed WIL Adjustment Agreement Template</li> <li>• CAIT Hi-Ed Feedback Form for Adjustment</li> <li>• CAIT Hi-Ed Documentation of Consultation/Negotiation Template</li> <li>• CAIT Hi-Ed External Consultation Consent Form.</li> <li>• CAIT Hi-Ed Reasonable Adjustment Decision Form</li> </ul>
Related Documents	<ul style="list-style-type: none"> <li>• CAIT Hi-Ed Student Grievance and Appeals Policy and Procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• CAIT Hi-Ed Equity and Diversity Policy and Procedure</li> <li>• CAIT Hi-Ed Work Integrated and Placement Policy and Procedure</li> <li>• CAIT Hi-Ed Assessment and Moderation Policy and Procedure</li> <li>• CAIT Hi-Ed Privacy Policy and Procedure</li> <li>• CAIT Hi-Ed Student Support and Services Policy and Procedure</li> <li>• CAIT Hi-Ed Academic Quality, Standards and Integrity Policy and Procedure</li> </ul>
<b>Higher Education Standards Framework (Threshold Standards) 2021</b>	<ul style="list-style-type: none"> <li>• Standard 1.3, ss 1 &amp; 4</li> <li>• Standard 1.4, ss 4</li> <li>• Standard 2.2, ss 1 - 2</li> <li>• Standard 2.3, ss 3</li> <li>• Standard 2.4, ss 1 – 3</li> <li>• Standard 7.2, ss 2</li> </ul>
<b>Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018</b>	<ul style="list-style-type: none"> <li>• Standard 2.1; ss 5</li> <li>• Standard 5; ss 1 - 5</li> <li>• Standard 6; ss 1 – 4</li> <li>• Standard 8; ss 1 – 4</li> </ul>
<b>Responsible Officer</b>	Academic Dean.
<b>Responsible Executive</b>	CEO.
<b>Enquiries Contact</b>	Academic Dean.
<b>Effective Date</b>	
<b>Expiry Date</b>	Not applicable
<b>Next Review</b>	3 Years from the effective date

## 9. Review Schedule

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

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	Academic Board	4/4/2025	