

Reasonable Adjustments to Learning, Teaching and Assessment for Students Requiring Disability Support Policy

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OVERVIEW

The University of Adelaide is committed to continuing to support a diverse and inclusive community based on the principles of equity and non-discriminatory practice. The University aims to create and maintain a learning experience that is inclusive of the needs of Students with a Disability or those who are Primary Carers, which optimises their participation, retention and success through accessible and equitable learning, teaching and assessment practices. The University's commitment to the provision of Reasonable Adjustments in learning, teaching and assessment is documented in the [Disability Inclusion Action Plan 2020-2024](#).

The University is required to comply with the [Disability Discrimination Act 1992 \(Cth\)](#), [Disability Standards for Education 2005 \(Cth\)](#) and [Equal Opportunity Act 1984](#). This policy outlines the rights and responsibilities of staff and Students in relation to the provision of Reasonable Adjustments to learning, teaching and assessment.

SCOPE AND APPLICATION

All research and coursework Students of the University of Adelaide may seek Reasonable Adjustments to learning, teaching and assessment under this policy. The University will provide information and support to prospective Students who may be seeking Reasonable Adjustments for when they commence study.

Implementation of this Policy will be carried out in accordance with the University's [Code of Conduct](#) and the [Academic Board Statement on Undue Influence](#). Any attempts to improperly exert pressure or influence actions or decisions made pursuant to this Policy must be reported in accordance with the [Fraud and Corruption Control Policy](#).

POLICY PRINCIPLES

1. Determining Reasonable Adjustments

- a) Whether an adjustment is reasonable will be determined in accordance with the [Disability Standards for Education 2005 \(Cth\)](#). This will involve taking into account all the relevant circumstances and interests, including:
 - i. the Student's Disability; or
 - ii. the Disability or Health Condition of the person for whom the Student is the Primary Carer; and
 - iii. the nature and duration of the Reasonable Adjustments based on documentation supplied; and

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- iv. the effect of the proposed adjustment on the Student and on anyone else affected, including the University, staff and other Students.
 - b) Notwithstanding the above, an adjustment is not reasonable if it would:
 - i. compromise the integrity of the program or course or assessment requirements and processes; or
 - ii. remove or bypass any Inherent Requirements.

2. Provision of Reasonable Adjustments

- a) Students are eligible for Reasonable Adjustments if they have a Disability, temporary injury, ongoing Health Condition or if they are a Primary Carer.
- b) The University will collaborate with eligible Students to identify and provide Reasonable Adjustments, (subject to clause 2d within this policy) to facilitate their full and equal participation.
- c) Reasonable Adjustments can include, but are not limited to, the physical environment, teaching delivery and format, utilisation of assistance equipment and the broader learning environment.
- d) The University will not provide Reasonable Adjustments to eligible Students if they would impose Unjustifiable Hardship on the University.

3. Implementing Reasonable Adjustments

- a) Prospective and enrolled Students should contact Disability Support at their earliest opportunity in order to ensure that Reasonable Adjustments can be made available. For enrolled Students, some Reasonable Adjustments need to be organised *prior to* the Teaching Period commencing as they may take some time to organise. Continuing Students with complex requirements (where the provision of a Reasonable Adjustment is likely to require time to organise and/or Disability Support may need to engage a third-party provider for the service e.g. professional captions/transcriptions, AUSLAN interpretation, purchase of equipment, accessibility requirements) must advise their Disability Advisor of their course(s) at least four weeks prior to the start of each Teaching Period or there may be a delay.
- b) Students must submit a fully completed [Verification and Impact Statement](#) to Disability Support or such other documentation as required by Disability Support.
- c) The University may require Students to obtain further documentation or assessments confirming the nature of the Student's Disability, or the nature of the person's Disability or Health Condition for whom the Student is the Primary Carer and the measures or actions that are appropriate for the Student.
- d) An Access Plan and/or Alternative Exam Arrangements will be prepared by Disability Support in consultation with the Student. Disability Support may consult with postgraduate coordinators, Higher Degree by Research supervisors, program co-ordinators or other appropriate staff in order to determine whether a proposed adjustment would be reasonable in accordance with clause 1b of this Policy.
- e) In order for Reasonable Adjustments to be negotiated and implemented, Students must provide a copy of their Access Plan to relevant staff at the start of each Teaching Period or within five working days of receipt of their Access Plan. Reasonable Adjustments will need to be negotiated in advance, before specific cut-off dates, and in line with individual Program/Course requirements. Reasonable Adjustments will not be provided if the Student does not provide a copy of the Access Plan to relevant staff within required timeframes unless there are verified extenuating circumstances.
- f) Alternative Exam Arrangements need to be organised in advance for in-department and centrally organised exams including for oral exams organised by the Adelaide Graduate Research School. There is a cut-off date each Teaching Period for Alternative Exam Arrangements for all exams.

Students will need to register with Disability Support and provide supporting documentation prior to this date to discuss their requirements.

4. Confidentiality

- a) Information provided to Disability Support regarding the nature of a Student's Disability or the nature of a person's Disability or Health Condition for whom the Student is the Primary Carer, will not be disclosed outside of Disability Support unless:
 - i. the University has reasonable grounds for concern about the health or safety of the Student or other persons; or
 - ii. the Student gives express consent; or
 - iii. disclosure of the information is required by law; or
 - iv. it is necessary for the University to obtain legal advice.
- b) Information regarding the functional impact of a Student's Disability, or the functional impact of a person's Disability or Health Condition for whom the Student is the Primary Carer, may be included in the Access Plan and shared with University staff solely for the purpose of determining what Reasonable Adjustments can be made to assist the Student with their learning, teaching and assessment.

5. Grievances

- a) A Student who wishes to appeal a decision made pursuant to the policy should follow the [Student Complaint Resolution Policy](#).

DEFINITIONS

Access Plan refers to the formal written statement prepared by Disability Support in consultation with the Student which outlines the impact of a Student's Disability or the impact of the person they are the Primary Carer for and the Reasonable Adjustments that will be required by the Student to enable equitable access to learning, teaching and assessment.

Alternative Exam Arrangements means a variation to the location, time or conditions of examinations.

Disability has the same meaning as section 4(1) of the [Disability Discrimination Act 1992](#) (Cth).

Disability Support means the University of Adelaide's [Student Life Disability Support](#).

Health Condition means a physical or mental illness, injury or impairment.

Inherent Requirements are the capabilities, knowledge and skills that are essential to achieve the core learning outcomes of a program or to satisfy curriculum requirements.

Primary Carer – has the same meaning as section 5(1) of the [Carer Recognition Act 2010 \(Cth\)](#).

Reasonable Adjustments are measures or actions to assist a Student with a Disability or a Primary Carer to participate in learning, teaching and assessment on an equivalent basis to other Students that are determined as reasonable in accordance.

Student a person enrolled in a University academic program.

Unjustifiable Hardship is based on an assessment of what is fair and reasonable in the circumstances, taking into consideration the following factors:

- a) the nature of the benefit or detriment likely to accrue to, or to be suffered by, any person concerned;
- b) the effect of the Disability of the person concerned;

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- c) the financial circumstances, and the estimated amount of expenditure required to be made, by the University.

Verification and Impact Statement - provides reliable information from a treating health professional as to an individual's circumstances (i.e., Disability, Health Condition or Primary Carer responsibilities) and the impact these may have on their studies. This information is used as a basis for the development of Reasonable Adjustments.

Other definitions are as contained in the University [Glossary of Terms](#).

RMO File No.	2022/7505
Policy custodian	Deputy Vice-Chancellor and Vice-President (Academic)
Responsible policy officer	Director, Student Life, Division of Academic and Student Engagement
Endorsed by	Academic Board on 2 August 2023
Approved by	Vice-Chancellor and President 7 August 2023
Related Documents and Policies	Student Complaint Resolution Policy Disability Inclusion Action Plan 2020-2024 Modified Arrangements for Coursework Assessment Policy
Related Legislation	Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Carer Recognition Act 2010 (Cth) Equal Opportunity Act (1984)
Effective from	7 August 2023
Review Date	6 August 2026
Contact for queries about the policy	Director, Student Life tel: 8313 0890.