



## Student Reasonable Adjustment Guidelines

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In developing this procedure the University had regard to the provisions of section 40B(1)(b) of the Human Rights Act 2004 (ACT).

### 1. PURPOSE:

1.1. These Guidelines provide a detailed understanding and process for students to apply for a reasonable adjustment plan (RAP) and for staff to action such applications.

1.2. These Guidelines should be read in conjunction with the University of Canberra's (the University's) [Assessment Policy](#), [Assessment Procedures](#) and [Disability Policy](#).

### 2. PROCEDURE:

#### Registration with InclusionUC

2.1. The [InclusionUC](#) team at the University is responsible for facilitating reasonable adjustments for students in accordance with the *Disability Standards for Education 2005* and the University's *Disability Policy*.

2.2. Students enrolled at the University or the University of Canberra College (UCC) can [register](#) for and access InclusionUC services at any time during their studies. Students studying at partner institutions should access Disability Support Services at their local institution.

2.3. All University and UCC students can register with InclusionUC if they:

- 2.3.1. have a **disability** (such as cerebral palsy or hearing impairment);
- 2.3.2. have an **injury** (such as broken bone or concussion);
- 2.3.3. are diagnosed with a **medical condition** (such as arthritis or diabetes);
- 2.3.4. are diagnosed with a **mental health condition** (such as anxiety or depression);
- 2.3.5. are diagnosed with a **neurodiverse condition** (such as autism or dyslexia); or
- 2.3.6. are the **primary carer** of someone with a disability or ongoing health condition.

#### Services

- 2.4. Students access InclusionUC for the following services:
  - 2.4.1. registering for a Reasonable Adjustment Plan (RAP);
  - 2.4.2. reviewing or updating a RAP; and
  - 2.4.3. receiving referrals from the Inclusion Advisors to various UC Support Services for students registered with InclusionUC.
- 2.5. Inclusion Advisors can provide referrals to various University support services for students registered with InclusionUC.
- 2.6. Where needed, InclusionUC may liaise with unit conveners and assist students to negotiate variations to their reasonable adjustments to suit the learning and assessment tasks in a unit.

#### **InclusionUC's Service Delivery Principles**

- 2.7. InclusionUC upholds and promotes the rights of students with a disability and/or health conditions to participate in University life in accordance with relevant legislation and University policies and procedures.
- 2.8. InclusionUC provides appropriate support in consultation with the student and in line with the student's diagnosis and the impact on their studies as reflected in medical documentation.
- 2.9. InclusionUC recommends strategies and adjustments that maximise the student's capacity and skills.
- 2.10. InclusionUC endeavours to empower students to be independent learners.

#### **Reasonable Adjustment Plans**

- 2.11. The Reasonable Adjustment Plan (RAP) documents the measures or actions taken by UC to assist a student with a disability with their:
  - 2.11.1. admission;
  - 2.11.2. enrolment;
  - 2.11.3. course or program of study; or
  - 2.11.4. use of facilities or services at UC.
- 2.12. Where it is reasonable to do so, adjustments can be made for situations where students are required to complete work integrated learning, higher degree by research or practical placements.
- 2.13. A letter outlining specific reasonable adjustments will be provided for students who are required to complete:
  - 2.13.1. work integrated learning;
  - 2.13.2. higher degree by research; or
  - 2.13.3. practical placements.

#### **Registering for a Reasonable Adjustment Plan**

- 2.14. Students requiring reasonable adjustments must [register with InclusionUC](#) to be provided a RAP. Each student's RAP will outline the specific adjustments that UC will facilitate to support their studies.
- 2.15. Where needed, InclusionUC will assist students with the registration process or adapt the process to meet the accessibility requirements of individual students.
- 2.16. To register for a RAP, students must apply online and attach medical documentation completed by a treating health practitioner that includes:
  - 2.16.1. details of their diagnosis;
  - 2.16.2. the nature of their condition;

- 2.16.3. the period of validity of the document; and
  - 2.16.4. the impact of their condition on their studies.
- 2.17. A standard Health Practitioner Report is available for a student's treating health practitioner or specialist to complete.
- 2.18. Where documentation does not provide required details, or specialist documentation is needed, students will be requested to provide additional medical documentation to support the implementation of suitable adjustments. Information on specific requirements can be found under the Appendix A – Additional Requirements for Specific Conditions.

### **Medical Documentation**

- 2.19. Documentation must be:
- 2.19.1. in English language;
  - 2.19.2. legible, on a professional letterhead with practitioner(s) provider number(s), dated and signed by the practitioner(s);
  - 2.19.3. not more than 14 days old for temporary conditions;
  - 2.19.4. not more than six months old for fluctuating conditions; and
  - 2.19.5. updated yearly for ADD/ADHD (unless considered permanent by assessing specialist).
- 2.20. Documents must:
- 2.20.1. clearly identify the health professional, their credentials and their provider number(s);
  - 2.20.2. state the diagnosis;
  - 2.20.3. indicate whether the diagnosed condition is temporary, fluctuating or permanent (for permanent conditions, validity of documentation is indefinite);
  - 2.20.4. indicate how long the health professional deems the document valid before requiring a review (for fluctuating conditions RAP validity will be no more than 12 months); and
  - 2.20.5. detail the impact on the student.

### **Inclusion Advisor – Assessment and Consultation**

- 2.21. The student's application and medical documentation will be assessed by an Inclusion Advisor.
- 2.22. In assessing whether a particular adjustment for a student is reasonable, the Inclusion Advisor will consider all the relevant circumstances and interests, including:
- 2.22.1. the student's disability (based on the student's medical documentation);
  - 2.22.2. the views of the student or the student's associate provided through consultation as outlined below;
  - 2.22.3. the student's ability to achieve the learning outcomes of their course or program of study;
  - 2.22.4. the student's ability to participate in courses or programs and achieve the academic requirements of the course and other inherent or accreditation requirements;
  - 2.22.5. the student's ability to be an independent learner;
  - 2.22.6. the effect of the proposed adjustment on anyone else affected, including the University, staff, other students and members of the public;
  - 2.22.7. whether the adjustment may need to be changed over the period of a student's education or training; and
  - 2.22.8. the costs and benefits of making the adjustment.

2.23. The Inclusion Advisor will discuss the adjustments with the student. This consultation will include a discussion about:

- 2.23.1. the disability and/or health condition;
- 2.23.2. the area of study;
- 2.23.3. study load/mode of study;
- 2.23.4. past experiences, and areas of concern;
- 2.23.5. the student's medical documentation; and
- 2.23.6. the inherent requirements of the student's course.

2.24. Where necessary, Advisors will consult with Course and Unit Conveners to ensure that reasonable adjustments will enable the student to access content and demonstrate expected outcomes.

2.25. Where all the above considerations result in UC assessing that the proposed adjustment balances both the interests of the student with the interests of UC and any other person or body affected by the proposed adjustment, the proposed adjustment will be considered reasonable, and UC will make the adjustment, subject to the finalisation below.

### **Finalisation of Reasonable Adjustment Plan**

2.26. Prior to finalising their RAP, students will also need to sign a consent form agreeing to the terms and conditions associated with the provision, management and distribution of their RAP.

2.27. Where students provide consent, the RAP will be shared with unit convenors. The RAP is intended to communicate and support the implementation of reasonable adjustments.

2.28. Where a student is seeking approval for consideration that is outside the scope of these adjustments (for example, extensions beyond the 7-day assignment extension period, to defer an exam or to apply for late withdrawal from a unit) students will need to provide other documentary evidence to substantiate these requests, per the usual process specified in the University's [Assessment Policy](#) and [Assessment Procedures](#). Please note InclusionUC does not assess or process deferred exam or enrolment amendment applications.

2.29. It is recommended students contact their unit convenor after finalising registration with InclusionUC to ensure the academic staff are aware of their RAP.

### **Reviewing or Updating a Reasonable Adjustment Plan**

2.30. The University recognises that judgments about what is reasonable for a particular student with a particular disability may change over time. As such, the validity of student RAPs will be dependent on the nature of the student's condition and their medical documentation.

2.31. InclusionUC reviews current RAPs 3 months prior to their expiry and will notify students via email of the review. Where required, students will be asked for updated medical documentation to extend their RAP. Students may also consult with Inclusion Advisors to review their current RAP or discuss any other needs that arise in relation to their RAP.

2.32. The below indicates how long a RAP could be active for depending on the nature of the student's condition, as determined by their medical practitioner in the student's HPR:

- 2.32.1. For fluctuating conditions – per document validity with a maximum of 12 months;
- 2.32.2. For temporary conditions – per document validity with a maximum of 12 months; or
- 2.32.3. For permanent conditions – per document validity with a maximum of 3 years.

## Reasonable

- 2.33. An adjustment will be reasonable where it balances the interests of all parties affected.
- 2.34. Standard adjustments may include:
  - 2.34.1. Assignment extensions;
  - 2.34.2. Flexibility for attendance and/or participation; and
- 2.35. Exams/in-class tests/online quizzes – extra time, small group room or rest breaks. For adjustments beyond those listed above, documentation must outline issues related to the adjustment(s) being sought by the student. The documentation must detail specific reasons which validate the adjustment(s).

## Unreasonable

- 2.35. Proposed adjustments are considered unreasonable when:
  - 2.35.1. The academic requirements of the course cannot be maintained;
  - 2.35.2. The student's satisfaction of the inherent requirements of the course cannot be facilitated; or
  - 2.35.3. The students satisfaction of the relevant course accreditation requirements cannot be facilitated.
- 2.36. In accordance with the *Disability Standards for Education 2005*, the University is not required to make unreasonable adjustments.
- 2.37. If proposed adjustments are determined to be unreasonable, the University will work with the student to consider another adjustment that will have the effect of maintaining the integrity of the University's courses while still being beneficial to the student.

## Work Integrated Learning

- 2.38. Work Integrated Learning (WIL) is an educational activity where theoretical knowledge and disciplinary skills are integrated with authentic professional experience.
- 2.39. The type of WIL a student undertakes is dependent upon their course and learning outcomes. For example, some courses require students to complete a minimum number of hours as part of professional registration requirements, whilst others require the demonstration of workplace competencies.
- 2.40. For further information please refer to the UC's [WIL Supervisor Guidelines](#).

## Reasonable Adjustments During WIL

- 2.41. To foster inclusive practice for all students with disability, the University will facilitate appropriate support and reasonable adjustments on placement, without negatively impacting:
  - 2.41.1. the overall Quality Features of WIL documented in the University's [WIL Policy](#);
  - 2.41.2. the expected competencies of the relevant profession; and
  - 2.41.3. [inherent requirements](#).
- 2.42. A Placement Support Letter (PSL) is developed between InclusionUC, the student and the Professional Practice Convenor (PPC). It outlines any reasonable adjustment(s) the student may need to perform optimally during placement.
- 2.43. A PSL may include specific requirements for:
  - 2.43.1. type of placement setting (for example, no facilities that may impact on the health and wellbeing of the student);
  - 2.43.2. location of placement (for example, Canberra-based placements only);

- 2.43.3. pattern of attendances (for example, part-time hours – such as 3 days per week);
- 2.43.4. individualised supports (for example, specialised software – such as voice recognition);
- 2.43.5. accessibility considerations (for example, wheelchair accessible venue); and
- 2.43.6. assistive technology (for example, amplified stethoscope).

2.44. To be eligible for a PSL, students are required to provide sufficient documentation to allow InclusionUC to complete informed assessments specific for WIL, considering the Quality Features of WIL and the relevant course, accreditation or inherent requirements of the course in relation to the WIL placement.

2.45. Supporting documentation must:

- 2.45.1. describe the reasonable adjustments required while on placement;
- 2.45.2. explain why the adjustments are needed;
- 2.45.3. explain what the student will be able to do with the reasonable adjustments in place; and
- 2.45.4. be completed by a health professional with an appropriate scope of practice, as set out in Appendix A.

2.46. The University encourages students to contact the relevant course convener or discipline lead to discuss the inherent requirements of a chosen course, as well as additional accreditation standards.

### 3. ROLES AND RESPONSIBILITIES:

Who	Responsibilities
Faculty and PPC:	<ul style="list-style-type: none"> <li>• providing the student with advice, information and support regarding accreditation, inherent requirements, and expectations for the placement;</li> <li>• liaising with InclusionUC for PSL queries or concerns;</li> <li>• informing the student and InclusionUC within 3 business days if they believe any adjustment listed in the PSL contravenes the inherent requirements of the program, compromises the student's capacity to achieve learning outcomes or meet any external accreditation requirements, or does not reflect the interest of the student, university, or relevant external stakeholders;</li> <li>• distributing the student's PSL to the host organisation with the student's approval; and</li> <li>• having due regard for each student's right to privacy and confidentiality when seeking information for the purpose of implementing a PSL.</li> </ul>

InclusionUC	<ul style="list-style-type: none"> <li>• consulting with the student to better understand their placement requirements;</li> <li>• balancing the needs of the student and faculty by seeking feedback from all parties;</li> <li>• sending a draft PSL to the student and PPC within 3 business days of meeting with the student – this will enable the PPC to consider the request and feedback on possible options for reasonable adjustments;</li> <li>• sending the finalised PSL letter to the student and PPC within 3 business days of being notified that all parties agree;</li> <li>• being aware of the inherent requirements in relation to the student's course of study and whether the adjustment facilitates the student being able to satisfy those;</li> <li>• providing ongoing opportunities for the student to discuss concerns or issues arising on placement; and</li> <li>• providing further support and advice where appropriate.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• making early contact (preferably at least 12 weeks) with both InclusionUC and the PPC to allow optimal time for future planning and increasing the likelihood of the university being able to implement the reasonable adjustment(s) required (all cases will still be considered even if requested in less than 12 weeks);</li> <li>• understanding that different disciplines within Health and Education have varying constraints or limitations in some of the adjustments they can provide; for example, location-based placements within Canberra may not be an option in some disciplines;</li> <li>• considering their proposed adjustment in the context of the course inherent requirements and accreditation standards and whether they will be able to meet those should the adjustment be put in place;</li> <li>• being aware of mandatory reporting requirements as outlined by the Australian Health Practitioners Regulation Agency (AHPRA).;</li> <li>• providing appropriate medical documentation as detailed in this Guideline and actively participate in the development of their PSL;</li> <li>• advising PPC and/or InclusionUC if the impact of the disability/health condition changes, or if the PSL no longer meets their needs; and</li> <li>• contacting both their PPC and InclusionUC as soon as possible via email if the PSL has not been actioned appropriately.</li> </ul>

#### 4. SUPPORTING INFORMATION:

##### Appendix A – Additional Requirements for Specific Conditions

To ensure adjustments are substantiated by evidence some conditions must meet requirements further to those listed above. Some of these requirements are outlined below:

CONDITION	APPROPRIATE PROFESSIONAL	DOCUMENTATION SHOULD INCLUDE
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CONDITION	APPROPRIATE PROFESSIONAL	DOCUMENTATION SHOULD INCLUDE
<b>Hard of hearing/deaf</b>	<ul style="list-style-type: none"> <li>• Audiologist</li> </ul>	<ul style="list-style-type: none"> <li>• Type and degree of hearing loss</li> <li>• The use and effects of hearing aids or other technology in improving</li> </ul>
<b>Physical disability</b> for example, amputation, arthritis, cerebral palsy, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.	<p><b>Chronic conditions:</b></p> <ul style="list-style-type: none"> <li>• Specialist</li> <li>• Physiotherapist (with management history)</li> <li>• Occupational Therapist (with management history)</li> </ul> <p><b>Temporary conditions:</b></p> <ul style="list-style-type: none"> <li>• General Practitioner</li> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> </ul>	<ul style="list-style-type: none"> <li>• Indication of conditions impact on study related tasks such as writing, typing, and speaking.</li> </ul>
<b>Intellectual disability</b> for example, Down syndrome	<ul style="list-style-type: none"> <li>• Paediatrician</li> <li>• Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic assessment report that includes results and interpretations of adaptive functioning and IQ</li> </ul>
<b>Specific Learning Disability (SLD)</b> for example, dyslexia, dysgraphia or dyscalculia.	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Neurologist</li> <li>• Speech Pathologist (for language-based conditions)</li> <li>• Occupational Therapist (for motor-based conditions)</li> </ul>	<ul style="list-style-type: none"> <li>• Standardised assessment of current levels of aptitude and information processing</li> <li>• Test scores and interpretation of results</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Diagnostic clinical assessment report completed post age 16 (i.e. 17 years or older)</li> </ul>



CONDITION	APPROPRIATE PROFESSIONAL	DOCUMENTATION SHOULD INCLUDE
<b>Mental health condition</b> for example, anxiety, depression, PTSD or bipolar disorder.	<ul style="list-style-type: none"> <li>• Psychologist</li> <li>• Psychiatrist</li> <li>• General Practitioner (not sufficient by itself to receive comprehensive support)</li> </ul>	<ul style="list-style-type: none"> <li>• A clear statement regarding whether current symptoms are mild, moderate, or severe in nature.</li> </ul>
<b>Acquired brain injury</b>	<ul style="list-style-type: none"> <li>• Neurologist</li> <li>• Neuropsychologist</li> <li>• Clinical psychologist</li> <li>• Psychiatrist</li> </ul>	<ul style="list-style-type: none"> <li>• Whether condition and its impact are mild, moderate or severe in nature.</li> </ul>
<b>Low vision/Blind</b>	<ul style="list-style-type: none"> <li>• Ophthalmologist</li> <li>• Optometrist</li> <li>• Orthoptist</li> <li>• Specialist Service (e.g. Vision Australia, Guide Dogs)</li> </ul>	<ul style="list-style-type: none"> <li>• Type and degree of vision loss, including assessment results for visual fields and acuity</li> </ul>
<b>Medical condition</b> for example, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes	<ul style="list-style-type: none"> <li>• General Practitioner (with management history)</li> <li>• Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Whether the condition is permanent, fluctuating, or short- term and if the condition needs to be reassessed after a period</li> </ul>
<b>Neurological condition</b> for example, autism spectrum disorder, epilepsy, Alzheimer's disease, multiple sclerosis, Parkinson's disease, brain tumours or ADHD/ADD	<ul style="list-style-type: none"> <li>• Psychologist</li> <li>• Psychiatrist</li> </ul>	<ul style="list-style-type: none"> <li>• Whether condition is mild, moderate, or severe in nature</li> <li>• Evidence of ADD/ADHD based on DSM-5 (American Psychiatric Association)</li> <li>• Test scores and interpretation of results</li> </ul>
<b>Temporary condition or injury</b> for example, broken bone	<ul style="list-style-type: none"> <li>• General Practitioner</li> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> <li>• A&amp;E Hospital</li> <li>• Medical specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on ability to facilitate daily and study related tasks.</li> </ul>

CONDITION	APPROPRIATE PROFESSIONAL	DOCUMENTATION SHOULD INCLUDE
<b>Primary Carer</b>	<ul style="list-style-type: none"> <li>• General Practitioner</li> <li>• Specialist</li> <li>• Centrelink</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmation of a carer payment from Centrelink.</li> <li>• Carers ACT card.</li> <li>• A letter from treating doctor or specialist who is treating the person requiring significant care, stating that the person is substantially dependent on the student for their ongoing care, or that the student is the person's 'primary carer'.</li> <li>• Carer Health Practitioner Report.</li> </ul>

#### Appendix B – Relevant National and International Legislation and Policies

The following legislation is taken into consideration when determining appropriate adjustments for students.

TITLE	OVERVIEW
<b>Disability Discrimination Act 1992 (Cth)</b>	The Federal DDA provides protection for everyone in Australia against discrimination based on disability.
<b>Disability Standards for Education 2005</b>	The Standards clarify the obligations of education and training providers, and seek to ensure that students with disability can access and participate in education on the same basis as students without disability.
<b>Privacy Act 1988 (Cth)</b>	The principal piece of Australian legislation protecting the handling of personal information about individuals. This includes the collection, use, storage and disclosure of personal information in the federal public sector and in the private sector.
<b>Fair Work Act 2009 (Cth)</b>	The FW Act governs the employee / employer relationship in Australia. It provides a safety net of minimum entitlements, enable flexible working arrangements and fairness at work and prevent discrimination against employees.

#### Appendix C – Relevant University Policies

The following policies are taken into consideration when determining appropriate adjustments for students.

TITLE	OVERVIEW
<b>Assessment Policy</b>	This policy sets out the University's principles underlying how student assessment occurs at the University of Canberra.
<b>Disability Policy</b>	UC's policy to support staff members and students with a disability and to comply with relevant legislation.
<b>Privacy policy</b>	This Policy outlines the personal information handling practices of the University of Canberra and describes the framework to protect the privacy of all personal information or other data collected by the University in compliance with relevant privacy laws.
<b>Student Mental health Support Policy</b>	This Policy ensures UC provides a coherent and supportive institutional approach when responding to students with mental health problems.
<b>Work Integrated Learning Policy</b>	This Policy provides the University's approach to managing the Work Integrated Learning (WIL) Program.

#### Appendix D – Example Placement Support Letter (PSL)