

Reasonable Adjustment Policy and Procedure

Purpose

This policy and procedure establishes guidelines for managing requests for reasonable adjustment from students with a disability, condition or special learning need at Whitecliffe Institute of Creative Arts and Technology ("Whitecliffe"). This policy and procedure has been developed in accordance with the Disability Standard for Education 2005 and in adherence to the Disability Discrimination Act 1992 to ensure that students with disabilities are reasonably accommodated within their learning environment to ensure equal opportunity and access to education while preserving academic integrity and inherent requirements.

Scope

This policy and procedure applies to all prospective and current domestic and international students at Whitecliffe.

Related Policies and Documents

This policy and procedure should be read in conjunction with the following policies and related documents:

- Access and Equity Policy
- Admissions to Coursework for Domestic and International Students Policy and Procedure
- Application for Reasonable Adjustment
- Assessment Policy
- Attendance and Participation Policy
- Complaints and Appeals Policy and Procedure
- Misconduct Policy and Procedure
- Monitoring Academic Progression Policy and Procedure
- Privacy Policy
- Special Consideration Policy
- Support for Students Policy and Procedure

All documents referenced herein can be accessed via the [Forms & Policies](#) section at the bottom of the homepage of the Whitecliffe website.

Relevant Legislation and Frameworks

- [Carer Recognition Act 2010 \(Cth\)](#).
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Education Services for Overseas Students Act 2000 (ESOS Act)

- Higher Education Standards Framework (Threshold Standards) 2021
- Higher Education Support Act 2003

Definitions

Alternative Assessment Arrangements means a variation to the location, time and/or conditions of assessments.

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

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.

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

Policy

1. Principles for Reasonable Adjustments

- 1.1. Whitecliffe will provide equivalent opportunities for student academic success and a safe, supportive learning environment, informed by cohort needs.
- 1.2. Courses, assessments, learning resources and systems are designed to minimise barriers and avoid unexpected costs/technology requirements for students with special needs.
- 1.3. Disability information will be collected, used and stored in accordance with HESA requirements and the Australian Privacy Principles (APPs) (Privacy Act 1988).
- 1.4. For International students, adjustments will align with the National Code 201 (e.g., Standard 6 support services; Standard 8 visa requirements for course progress and, where required, attendance).

2. Determining Reasonable Adjustments

- 2.1. Reasonable adjustments are made to ensure that students are not presented with artificial barriers to learning or demonstrating learning achievement in their studies.
- 2.2. Reasonable adjustment may include (but are not limited to):

- the use or loan of adaptive/assistive technology or equipment for use by people with a disability or illness to enable them to undertake their study/assessment in a fair and equitable manner. (e.g., seating, PC)
 - alternative assessment arrangements (e.g., verbal assessment), without impacting on the validity of the attainment of the relevant student outcomes.
 - individual conditions of assessment (e.g., seating arrangements, additional 10 minutes per hour, toilet/rest/exercise breaks, bite sized food/drink)
 - accessible learning and teaching formats (e.g., large print materials, coloured exam paper), without impacting on the delivery of the essential skills, knowledge and understanding required to meet the student outcomes
 - provision of special assistance (e.g., a scribe)
 - for Work Integrated Learning (WIL) units, adjustments to rostering/duties, accessible sites/equipment, additional supervision, emergency/evacuation plans—implemented in partnership with hosts
 - referral to additional services.
- 2.3. 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:
- 2.3.1. the student's disability; or
 - 2.3.2. the disability or health condition of the person for whom the student is the primary carer; and
 - 2.3.3. the nature and duration of the reasonable adjustments based on documentation supplied; and reasonable adjustments to learning, teaching and assessment for students
 - 2.3.4. the effect of the proposed adjustment on the student and on anyone else affected, including the institute, staff and other students.
- 2.4. Notwithstanding the above, an adjustment is not reasonable if it would:
- 2.4.1. compromise the integrity of the program, course, learning outcomes, assessment requirements, and/or processes; or
 - 2.4.2. remove or bypass any inherent requirements.
- 2.5. For international students, any adjustments made must align with visa requirements. In accordance with the National Code Standard 8, Whitecliffe monitors course progress and attendance and will intervene early if any risk emerges.

3. Provision of Reasonable Adjustments

- 3.1. Students are eligible for reasonable adjustments if they have a disability, temporary injury, ongoing health condition or if they are a primary carer.
- 3.2. Whitecliffe will collaborate with eligible students to identify and provide reasonable adjustments, (in accordance with 3.3 within the policy section) to facilitate their full and equal participation.
- 3.3. 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 (as outlined in 2.2 within this policy section).

- 3.4. Whitecliffe will not provide reasonable adjustments to eligible students if they would impose unjustifiable hardship on the Institute.

Procedure

1. Prospective and enrolled students should inform Whitecliffe at their earliest opportunity in order to ensure that Reasonable Adjustments can be made available.
2. Students must submit a completed *Application for Reasonable Adjustment* form.
 - 2.1. The submitted *Application for Reasonable Adjustment* form must include the following information:
 - 2.1.1. The nature of the disability and how it affects the student's ability to participate in the course.
 - 2.1.2. Documentary evidence from a health specialist 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 (please refer to Appendix A), and
 - 2.1.3. The measures or actions that are appropriate for the student.
 - 2.2. Whitecliffe may require students to obtain further documentation or assessments.
3. The Registrar will review the application for completeness:
 - 3.1. If the application is incomplete, the registrar will notify the student
 - 3.2. If the application is complete, the registrar will notify the Student Support Advisor.
4. The Student Support Advisor will:
 - 4.1. review the application,
 - 4.2. meet with the student to discuss the reasonable adjustment provisions available, and
 - 4.3. provide recommendations of adjustment/s to the Course Coordinator.
5. The Course Coordinator will:
 - 5.1. assess the application and recommendations of adjustment/s,
 - 5.2. approve or decline the Application for Reasonable Adjustment,
 - 5.3. notify the Student Support Advisor of outcome from the assessment of the Application for Reasonable Adjustment.
 - 5.4. For approved Application of Reasonable Adjustments, develop a Learning Access Plan (LAP).
6. The Student Support Advisor will:
 - 6.1. inform the student of the outcome of the Application of Reasonable Adjustment within 10 business days of submission.
 - 6.2. for approved Applications of Reasonable Adjustments:
 - 6.2.1. Inform relevant staff (including lecturers and support staff) of LAP for the student.
 - 6.2.2. Manage the LAP in collaboration with teaching and support staff.
 - 6.2.3. A copy of Learning Access Plan recorded against the student's file in the Student Management System.
7. LAPs are reviewed each trimester or earlier if circumstances change. Where a student has a permanent disability that will not change, the LAP will be reviewed where changes to arrangements are required.
8. Students who are dissatisfied with the outcome of a reasonable adjustment application may seek recourse in accordance with the *Complaints and Appeals Policy and Procedure*.

Change and Version Control

Version	Date Approved	Authored by	Approved by	Description
1.0	02 Aug 2016	QA Manager	Academic Board	Policy prior to change of Ownership
1.1	10 Aug 2019	Collaborative	Academic Board	Update TEQSA default notification to 14 days
1.2	19 Dec 2022	Compliance & QA Manager	Academic Board	Minor modifications align with relevant ESOS legislation and updated branding
1.3	28 Apr 2023	QA	Academic Board	ICAT branding updated
1.4	1 May 2023	Director of Operations and Compliance	Director of Education	Replacement of Dean and Registrar in consultative interview to Director of Education and Student Support Advisor/Academic Support Advisor
1.5	05 Nov 2025	Academic Compliance Lead	Academic Board	New document title Updated Definitions Updated Related Policies and Documents section Updated Relevant Legislation section Added Procedure Section Updated Appendix A

Policy Information

Author:	Academic Compliance Lead
Policy owner:	Chief Academic Officer
Approved by:	Academic Board
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Appendix A – Documentary evidence requirements for specific conditions

To ensure adjustments are substantiated by evidence, conditions must meet the following requirements below:

Condition Type	Registered health professional*	Documentation should include:
Hard of Hearing/Deaf	Audiologist	- Type and degree of hearing loss - The use and effects of hearing aids or other technology in improving communication
Physical Disability E.g., Amputation, arthritis, cerebral palsy, muscular dystrophy, paraplegia, quadriplegia or post- polio syndrome.	Chronic conditions: - Specialist - Physiotherapist (with management history) - Occupational Therapist (with management history) Temporary conditions: - General Practitioner - Physiotherapist - Occupational Therapist	Indication of conditions impact on study related tasks such as writing, typing, and speaking
Intellectual Disability E.g., Down syndrome.	- Paediatrician - Psychologist	Diagnostic assessment report that includes results and interpretations of adaptive functioning and IQ
Specific Learning Disability (SLD) E.g., Dyslexia, dysgraphia or dyscalculia.	- Educational Psychologist - Neurologist - Speech Pathologist (for language-based conditions) - Occupational Therapist (formotor-based conditions)	- Standardised assessment of current levels of aptitude and information processing - Test scores and interpretation of results OR - Diagnostic clinical assessment report completed post age 16 (e.g., 17 years or older)
Mental Health Condition E.g., Anxiety, depression, PTSD or bipolar disorder.	- Psychologist - Psychiatrist	A clear statement regarding whether current symptoms are mild, moderate, or severe in nature

	General Practitioner (not sufficient by itself to receive comprehensive support)	
Acquired Brain Injury	- Neurologist - Neuropsychologist - Clinical psychologist - Psychiatrist	Whether condition and its impact are mild, moderate or severe in nature
Low Vision/Blind	- Ophthalmologist - Optometrist - Orthoptist - Specialist Service (e.g. Vision Australia, Guide Dogs)	Type and degree of vision loss, including assessment results for visual fields and acuity
Medical Condition E.g., Cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.	- General Practitioner (with management history) - Specialist	Whether the condition is permanent, fluctuating, or short-term and if the condition needs to be reassessed after a period
Neurological Condition E.g., Autism spectrum disorder, epilepsy, Alzheimer's disease, multiple sclerosis, Parkinson's disease, brain tumours or ADHD/ADD.	- Psychologist - Psychiatrist - Neurologist	- Whether condition is mild, moderate, or severe in nature - Evidence of ADD/ADHD based on DSM-5 (American Psychiatric Association) - Test scores and interpretation of results
Temporary Condition or Injury E.g., Broken bone.	- General Practitioner - Physiotherapist - Occupational Therapist - A&E Hospital - Medical specialist	Impact on ability to facilitate daily and study related tasks

* **Registered health professional** = registered with a National Board of Australia that is accredited by the Australian Health Practitioner Regulation Agency (AHPRA) and includes, but is not limited to:

- Aboriginal and Torres Strait Islander Health Practice
- Chinese Medicine
- Chiropractic
- Dental

- Medical
- Medical Radiation Practice
- Nursing and Midwifery
- Occupational Therapy
- Optometry
- Osteopathy
- Pharmacy
- Physiotherapy
- Podiatry
- Psychology
- Social workers.