

## **P.19.08 SPECIAL CONSIDERATION POLICY and PROCEDURES – Reasonable Adjustments**

### **1.0 Policy**

In line with Standards for Registered Training Organisations 2015 Clause 1.8-1 AVETA will apply reasonable adjustments to any assessment activity, after being advised by a student prior to commencing an assessment activity that they desire a reasonable adjustment to be made to the assessment process. AVETA will then take into account the individual learner's needs by :

- considering that any reasonable adjustments to be any measure or action that a student requires because of their circumstances
- considering an adjustment to be reasonable if it achieves the purpose while taking into account factors such as the nature of the need, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.
- recognising that there may be more than one adjustment that is reasonable in a given set of circumstances and will make adjustments that are reasonable and that do not cause AVETA unjustifiable hardship.

This means that AVETA will take meaningful, transparent and reasonable steps to consult consider and implement reasonable adjustments for students who disclose that they have a disability, acute illness, loss or bereavement and hardship or trauma. AVETA will take reasonable steps to ensure that any adjustments that are required will be done in a confidential way and within a reasonable time. As an example AVETA's Assessors who are required to apply a reasonable adjustment may consider providing oral rather than written assessments but will not compromise the rigour of the assessment process.

This policy also aligns to the Disability Standards for Education 2005, which requires AVETA to make reasonable adjustments where necessary to the extent that those adjustments do not cause AVETA unjustifiable hardship.

### **2.0 Procedures to be followed:**

- a) Students wishing to apply for special consideration are required to contact their Trainer/Assessor or the relevant Training Coordinator for actioning their need.
- b) The Trainer/Assessor or relevant Training Coordinator will assess what intervention is required and consult with the student as to whether the adjustment is reasonable, the extent to which the adjustment would achieve its aim and whether there is any other reasonable adjustments that would be less disruptive and intrusive and no less beneficial for the student to address their need.
- c) At the conclusion of these discussions the Trainer/Assessor or relevant Training Coordinator will document the outcome/s on AVETA's Special Consideration Form and place it on the relevant students file.

### 3.0 DEFINITIONS (relating to this policy)

**Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Competency** means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Learner** means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.

#### Principles of assessment

##### **Fairness**

- The individual learner's needs are considered in the assessment process.
- Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
- The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

**Flexibility** Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how or where they have been acquired
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

**Validity** Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills is integrated with their practical application
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

**Reliability** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## **Rules of evidence**

**Validity** The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

**Sufficiency** The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

**Authenticity** The assessor is assured that the evidence presented for assessment is the learner's own work.

**Currency** The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

## **4.0 REFERENCES**

**4.1** Standards for RTO's 2015 - [Users' guide to Standards for RTOs 2015 | Australian Skills Quality Authority \(ASQA\)](#)

**4.2** Disability Standards for Education 2005  
<https://www.legislation.gov.au/Details/F2005L00767>