What is reasonable when making adjustments?

Reasonable adjustments require preparation and planning. This includes sharing information, making decisions collaboratively and following the guidelines in the relevant Units of Competency; various acts and standards.

In order to determine what's reasonable, it may be necessary to consult with a range of people (such as, teachers, support personnel, disability specialists) in addition to the learner. Reasonable adjustment doesn't necessarily mean that all learner requests are granted. It's about consultation and negotiation, so that no one in the process is disadvantaged.

In the process of determining reasonable adjustment, teachers start by considering the purpose of the unit; industry standards and licensing; skills and their context; assessment methods and the skills and knowledge needed; and the evidence required to demonstrate competence.

Activity:

This activity is intended to generate professional conversation around determining reasonable adjustments and preparing for potential challenging discussions with students.

Educators are encouraged to bring to the session units from their own Workgroup or Qualification streams to explore with colleagues.

Alternately; a number of scenarios for specific Unit of Competency are provided below.

Animal Care and Management

Certificate III in Companion Animals (ACM30417)

ACMGAS203 – Complete animal care hygiene routines

Student who uses a wheelchair for their mobility

Potential impact: There is a belief that the student may not be able to meet the requirements because they may not be able to access the aviaries (narrow doors) nor could she access the dog kennel (narrow door). Is this an issue with the physical access provided to training resources or an inherent requirement that cannot be met?

Spoken and Written English

Certificate I in EAL (Access) (22484VIC)

VU22592 - Give and respond to short, simple spoken instructions and information

Student who is Deaf

Potential impact: The Educator has concerns with the spoken requirements of the unit. Is it reasonable to provide an interpreter to convert sign language to Spoken English?

Business Services

Certificate III in Business (BSB30115)

BSBXTW301 - Work in a team and BSBITU312 - Create electronic presentations.

Student uses a wheelchair for their mobility; has good use of arms.

Potential impact: Although they are yet to participate in the simulated business units, the Program Area believes it would be difficult for them to meet the requirements as it's a fast-paced environment. Explore the time requirements identified in the unit to determine what would be a reasonable adjustment?

Information Technology

Certificate II in Information, Digital, Media and Technology
ICTICT202 - Work and communicate effectively in an ICT environment (Release 1)

Student has Autism and is non-verbal.

How will this affect their ability to achieve the competency requirements; especially the explicit Foundation Skills mapped in this unit?