

Reasonable Adjustment in Assessment Policy and Procedures



1. Purpose

This procedure outlines reasonable adjustment and the processes associated with accommodating the needs of individual students.

2. Introduction

Reasonable adjustment is the process of adjusting the way an individual student is assessed to take into account a permanent or temporary condition that may prevent them successfully completing an assessment event.

It is important to note the assessment criteria cannot be altered and the process of making the assessment judgement must be a faithful reflection of the requirements of the unit of competency. All students must be judged against the same criteria.

3. Responsibilities

Teachers are responsible for ensuring all students are aware of the availability of reasonable adjustment and that this procedure is followed if reasonable adjustment is required and appropriate.

4. Procedure

Each teacher must

- explain to all students during the course orientation that Reasonable Adjustment may be available if a student has a permanent or temporary condition that prevents them from being able to demonstrate competence as described in the Student Assessment Guide.
- document any Reasonable Adjustments agreed to and put in place for the student.
- forward advice of Reasonable Adjustment to the JHI Student records officer who will add the adjustment details to the *Reasonable Adjustment in Assessment register*.
- ensure the decision about competence meets the Principles of Assessment (POA) and Rules of Evidence (ROE).

5. What is reasonable?

The purpose of reasonable adjustment is to allow students to participate fully. It is not to give students with a disability or other condition an advantage over others, change course outcomes or guarantee success. A reasonable adjustment in assessment needs to be justifiable and ensure the

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integrity of the qualification is upheld.

Reasonable adjustments can be made as required, as long as competence is not compromised. For example, a reasonable adjustment could be as simple as using a verbal assessment for a student with a vision impairment. Another example of reasonable adjustment could be asking a student to demonstrate a work process rather than being asked to explain in writing.

6. Process Flowchart

