

# Reasonable Adjustment Policy

## Scope

This policy applies to all prospective and current Domestic and International Students enrolled in Award and Non-Award Programs delivered by Kaplan Higher Education Pty Ltd (KHE) pathway colleges (Colleges). It also applies to all staff responsible for teaching, assessment, and student support across the Colleges.

## Purpose

KHE is committed to fostering an inclusive learning environment that recognises the diversity of student experiences and actively removes barriers to participation. In accordance with the *Disability Discrimination Act 1992* (Cth), the *Disability Standards for Education 2005* (Cth), and the *Higher Education Standards Framework (Threshold Standards) 2021*, KHE actively prevents discrimination against students with disabilities.

The Colleges have strategies in place to support Students with disabilities or other conditions to be reasonably accommodated within their learning environments, promoting equal opportunity and access to education.

This policy establishes the framework for requesting, approving and implementing reasonable adjustments for students with a Disability, medical or mental health condition, or special learning need. It aims to apply adjustments consistently, fairly and transparently, supporting equitable access to learning and assessment while maintaining academic integrity and the inherent requirements of each Program.

## Definitions

<b>APHRA</b>	means the Australian Health Practitioner Regulation Agency which regulates Australia's registered health practitioners by setting standards, policies and conditions that all registered practitioners must meet.
<b>Award Program</b>	means a Program of study that leads to the conferral of an AQF-recognised Qualification, including diplomas, associate degrees, bachelor's degrees, graduate certificates, graduate diplomas or master's degrees at the College.
<b>College Access Plan (CAP)</b>	means the confidential plan developed between the student, the CST and relevant academic staff, outlining approved reasonable adjustments and support arrangements.
<b>College Services Team (CST)</b>	means the team that serves as the primary coordination point for reasonable adjustment requests. The CST liaises with students, academic staff and administrative teams to ensure approved adjustments are implemented consistently and documented appropriately.
<b>Disability</b>	means physical, intellectual, psychiatric, sensory, neurological, and learning disabilities, as well as physical or mental health conditions that affect a person's capacity to study or perform tasks.
<b>Domestic Student</b>	means a student who is an Australian or New Zealand citizen, a permanent resident of Australia or the holder of a permanent Australian humanitarian visa.
<b>Inherent Requirements</b>	means the essential components of a Program or Subject that must be met by all students to demonstrate achievement of learning outcomes, regardless of Disability or condition. Reasonable adjustments cannot remove or alter these requirements.
<b>International Student</b>	means a student who is not an Australian citizen, permanent resident of Australia or New Zealand citizen, regardless of visa type. This includes but is not limited to, students holding a student visa, temporary visa, bridging visa, or any other type of visa that permits study in Australia.
<b>Non-Award Program</b>	means a Program that does not lead to the conferral of an Australian Qualifications Framework (AQF) Qualification. Examples of Non-Award Programs include English for Academic Purposes (EAP), Foundation Studies Programs, Degree Transfer Programs, Pre-Master's Programs and the Murdoch University Preparation Course (MUPC). Some Non-Award Programs use formal grading systems that are comparable to those applied to Award Programs.
<b>Program</b>	means a structured combination of Subjects required to achieve defined learning outcomes. Depending on the provider, a Program may also be referred to as a <i>course</i> .
<b>Special Consideration</b>	means the separate process that applies to short-term, unforeseen events (such as illness or bereavement) that affect a student's ability to complete an assessment.
<b>Student Management System (SMS)</b>	means the system used to record a student's personal information and results.

<b>Subject</b>	means a separate Subject of study that, combined with other Subjects, makes up a Program of study. Depending on the provider, a Subject may also be referred to as a <i>unit</i> or <i>course</i> .
<b>Supporting Documentation</b>	means evidence from an AHPRA registered health professional outlining the nature and impact of the condition and recommended adjustments. Documents must be current, in English, and signed by the practitioner. Documentation should normally be no more than six (6) months old. For permanent or long-term conditions where the impact is stable, documentation older than the six months may be accepted.

## Policy Principles

1. **Equitable Access** – Students with disabilities or health conditions have the right to study and demonstrate their learning on the same basis as other Students.
2. **Fairness and Academic Integrity** – Adjustments are designed to remove barriers without lowering standards or altering Inherent Requirements.
3. **Respect and Confidentiality** – Information will be managed sensitively and shared only on a need-to-know basis.
4. **Collaboration and Partnership** – Students, CST members and academic staff work collaboratively to identify and implement appropriate supports.
5. **Transparency and Timeliness** – Applications are assessed fairly and efficiently, with Students informed of outcomes within ten (10) working days of a complete application.
6. **Continuous Improvement** – The Colleges monitor trends in adjustment requests and reports annually to the Academic Board to inform staff development and inclusive education practices.

## Reasonable Adjustments

Reasonable adjustment refers to modifications or supports provided to remove barriers to learning or assessment for students with a Disability, condition or special learning need.

Examples of reasonable adjustments include but are not limited to:

- The use or loan of adaptive or assistive technology or equipment (e.g., ergonomic seating, PC)
- Alternative methods of assessment (e.g., verbal assessment)
- Modified assessment conditions (e.g., alternate seating arrangements, additional 10 minutes per hour, rest or exercise breaks, bite sized food or drink)
- Accessible learning formats (e.g., large print materials, coloured exam papers)
- Provision of a scribe or reader
- Referral to additional support services

## Process for Applying for a Reasonable Adjustment

Applications are generally made at the time of a Student's application for admission; however, an application may be submitted at any time during enrolment. For International Student visa holders, reasonable adjustments will be applied in accordance with Standard 6 (Student Support Services) the National Code 2018, providing appropriate learning and welfare support while maintain compliance with Standard 8 to uphold academic standards.

All applications must include Supporting Documentation, and applications made after admission should be submitted to the College Services Team (CST). The CST reviews applications and where required, consults with relevant staff to confirm that proposed adjustments do not compromise Inherent Requirements or academic standards.

Students will be notified in writing of the outcome within ten (10) working days of submitting a complete application. If further consultation is required, the student will be informed of any delay and the expected timeframe for a decision.



Where appropriate, the CST may meet with the student to discuss the application and formalise a College Access Plan (CAP). The CAP outlines approved adjustments, duration, and responsibilities for implementation. Students are expected to advise the CST if their situation changes during their studies.

The CAP is reviewed annually or earlier, if circumstances change, with two exceptions. Where a student has a permanent Disability that will not change, the CAP will only be reviewed where changes to arrangements are required. Students with a CAP who have completed more than 15 weeks of an ELICOS Program require a revision before transitioning to the pathway Program.

## Implementation of Adjustments

Academic staff are responsible for implementing approved adjustments outlined in the College Access Plan (CAP). Academic staff must implement approved adjustments within five (5) working days of receiving the CAP, unless otherwise agreed with the CST. Failure to implement approved adjustments may constitute a breach of the College's obligations under the Disability Standards for Education and will be managed in accordance with staff performance or conduct procedures. The CST provides guidance and oversight to maintain consistent application. Academic staff are expected to participate in professional development related to inclusive teaching and learning.

Students may request a review of their CAP at any time if their circumstances change. This review will not affect their right to lodge an appeal under the *Grievances, Complaints and Appeals Handling Policy*.

## Confidentiality and Recordkeeping

All information provided in support of a reasonable adjustment request is treated as confidential and stored securely in accordance with the Privacy Act 1988 (Cth). Records are maintained in the Student Management System (SMS) and are accessed only by staff directly involved in implementing or assessing adjustments. Records are retained in accordance with the *Student Records Management Policy*.

## Appeals

Students who are dissatisfied with the outcome of a Reasonable Adjustment Request or its implementation may appeal in accordance with the *Grievances, Complaints and Appeals Policy* found on the relevant College website.

## Special Consideration

Special Consideration applies to short-term, unforeseen events (such as illness or bereavement) that affect a student's ability to complete or attend an assessment. Reasonable Adjustment addresses ongoing or chronic conditions requiring sustained support. Students may access both processes if appropriate, but each request is assessed against its specific criteria and evidence requirements.



## Relevant Legislation

As a registered higher education provider, the College operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below:

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Education Services for Overseas Students Act 2000 (ESOS Act)
- Education Services for Overseas Students (Foundation Program Standards) Instrument 2021
- Education Services for Overseas Students Regulations 2019
- ELICOS Standards 2018
- Higher Education Standards Framework 2021 (Threshold Standards)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)
- Privacy Act 1988 (Cth)
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)

## Related Policies

This Policy should be read in conjunction with the following College policies:

- Admissions Policy
- Assessment Policy
- Compassionate and Compelling Circumstances Policy
- Diversity, Inclusion and Equity Policy
- Grievances, Complaints and Appeals Policy
- Privacy Policy
- Special Consideration Policy & Procedure
- Student Record Management Policy
- Support for Students Policy

## Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officers to ensure compliance with this policy.

Policy Category	Academic			
Responsible Officer	Vice President, Academic			
Implementation Officer	College Director			
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Approved by				
KHE Academic Board				
Change and Version Control				
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1.0	Student Services Manager	Creation of document	12 June 2020	12 June 2020
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2.0	Quality, Regulations and Standards Team	Policy restructured and rewritten for consistency across colleges  Expanded Scope, Purpose and Policy Principles  Updated definitions and Supporting Documentation criteria  Inclusion of staff implementation timeframe and accountability clause  Updated legislative references	02.12.2025	08.12.2025