Reasonable Adjustments - Students Procedure

Section 1 - Purpose and Scope

(1) This Procedure outlines the process, principles and responsibilities for providing reasonable adjustments. This Procedure should be read in conjunction with the Reasonable Adjustments for Students Policy.

(2) This Procedure applies to all instances where an academic program, course, assessment, and/or examination may be reasonably adjusted to accommodate an individual student or a group of students in circumstances specified in the Reasonable Adjustments for Students Policy.

(3) This Procedure is also relevant to academic programs where a threshold level of competence is required for professional practice and/or registration after graduation.

Section 2 - Process and Key Controls

(4) A determination of reasonable adjustment will be completed through adherence with the following process:

a. A student seeking a reasonable adjustment to their academic program, course and/or examination(s) on the grounds specified in the Reasonable Adjustments for Students Policy is to engage with the Student Advice Team, Student Support and Wellbeing Services as soon as practicable (clauses 13-14).
b. An appropriate meeting time will be agreed between a Student Advisor and the student. The appointment may happen in person, over the telephone or via video conference. The student will be required to bring supporting documentation to the meeting.
c. The Student Advisor must:
    i. Assess the student's current situation by reviewing their supporting documentation.
    ii. Discuss the impact the student's disability, medical condition or circumstance(s) is having on their ability to complete the academic program, course or examination requirements.
    iii. Identify reasonable adjustments to suit the student's situation (clauses 6-10). These may include (but are not limited to):
        - alternative arrangements for examinations;
        - extensions to deadlines for assessment;
        - study-load adjustments;
        - deferment of enrolment;
        - provision of alternate modes of delivery;
        - provision of alternate methods of assessment;
        - allocation of a participation assistant;
        - adaptation of premises or facilities;
        - specific equipment or adaptation to existing equipment; and
        - adjustments to the academic participation in the course (i.e. occasional absence, need to leave class).
    iv. Consult with the relevant University staff to decide and enact reasonable adjustments as necessary, and

consider the threshold of competence and inherent requirements of the course and/or program as determined by the Associate Dean (Academic) or authorised decision-maker including but not limited to:
    - Deputy Associate Dean (Academic)
    - Course Coordinator (for courses)
    - Program Convenor or Head of School (for programs)
    - This information may be placed into a Student Access Plan as required.

v. Provide support and guidance regarding reasonable adjustments to the student, teaching and professional staff during the student's engagement with Diversity, Disability and Inclusion Services.

vi. Keep the student regularly updated with the progress and relevant outcomes of the assessment.

vii. Develop and obtain agreement from the student and relevant University staff with a plan that outlines the agreed reasonable adjustments specific to the student's individual needs.

viii. Liaise with Central Examinations or Graduate School regarding the implementation of exam adjustments. Where there is an in-class exam, the student will be responsible for notifying the School/Faculty so that the adjustments can be put in place.

ix. Together with relevant University staff, ensure the reasonable adjustments are communicated and implemented in a timely manner.

d. The privacy of the student is a prime consideration throughout the process of assessing and/or developing reasonable adjustments, consistent with the University's Privacy Management Policy. The number of people made aware of the alternative program for implementation purposes should be on a 'need to know' basis only and, where possible, information should be restricted to the functional impact of the disability, medical condition or circumstances.

e. In cases where students are dissatisfied with the arrangements determined by the Student Advice Team, the Academic Registrar will be responsible for considering appeals in accordance with the Student Grievance Resolution Policy and Procedure.

Section 3 - Key Requirements

Definitions

(5) For this Procedure:

a. A reasonable adjustment is:
    i. a change to a course or program which may alter, within reason, the specific activities but retains the essential learning objectives for the course or program.
    ii. a change to an assessment task which may alter, within reason, the specific activities but retains the essential learning objectives for the course or program.

b. A student with:
    i. a disability is a student identified as having a disability as defined in the Disability Discrimination Act 1992.
    ii. exceptional circumstances is as defined in the Reasonable Adjustments for Students Policy. These circumstances may include but are not limited to:
        - significant short-term illness or injury;
        - a long-term or chronic health condition, which has recently worsened temporarily or permanently;
        - bereavement or serious illness of a person with whom the student has a close relationship;
        - a long-term relationship breakdown, such as a marriage;
        - exceptional caring responsibilities (e.g. severe illness of a family member);

- experience of sexual misconduct;
- victim of a crime which is likely to have significant emotional impact; or
- military conflict, natural disaster, or extreme weather conditions.

c. Students who are elite athletes will only be eligible for reasonable adjustments if their status has been approved by the Academic Registrar in accordance with the process outlined in the Appendix – clauses 30-37.
d. A student with a sustained commitment to religious observance which has an impact on the academic course/program must provide a letter from the student's regular place of worship with details of the duties/activities the student must attend/participate.
e. A student engaged in defence service in accordance with the Defence Reserve Service (Protection) Act 2001 must provide a statement signed by an authorised officer of the Australian Defence Force Reserves outlining the period of defence service.

Assessment of Reasonable Adjustments

(6) The identification of reasonable adjustments is completed through an assessment of a student's individual set of circumstances and in consideration of the principles and key requirements outlined in the Reasonable Adjustments for Students Policy.

(7) The student must be able to demonstrate their eligibility to access a reasonable adjustment as outlined in the policy. The following evidence is required to guide the student in their application and guide the Student Advice Team in their submission to the Faculty for further consideration:

a. medical documentation that outlines the condition or functional impact of circumstance on the individual student's ability to complete their studies as planned.
b. medical documentation that outlines the functional impact of the disability or medical condition.
c. for exceptional circumstances, documentation or evidence to support eligibility could include third party verification of the circumstances.

(8) For an adjustment made on the grounds of exceptional circumstances, the Student Advice Team will prepare the Student Access Plan as outlined in Section 2 and 3 and this will be considered by the Associate Dean (Academic) or relevant Dean in consultation with the Course Coordinator.

(9) In assessing whether an adjustment for a student with is reasonable, regard must be paid to all the relevant circumstances and interests, including the following:

a. safety;
b. inherent requirements for assessment/course/program;
c. if unfair burden will be placed on the institution;
d. the impact of the student's medical condition or current circumstance;
e. the views of the student;
f. the effect of the adjustment on the student's ability to:
    i. achieve learning outcomes;
    ii. participate in courses or programs; and
    iii. act independently
g. the effect of the proposed adjustment on anyone else affected, including the University, staff and other students; and
h. the costs and benefits of making the adjustment.

(10) For further information regarding reasonable adjustment for disabilities, refer to the Disability Standards for

Education (2005).

Threshold of Competence

(11) The Associate Dean (Academic) or relevant Dean, or their nominee is responsible for defining the threshold of competence by answering the following question:
• Can the student address the core academic requirements of the program/course if reasonable adjustments are provided?

(12) If the answer to the above question is no, the onus is on the School or equivalent teaching/research Unit to clearly explain the reasoning. The Student Advice Team are responsible for providing advice to the student, with support from relevant academic staff, to outline the student's options for deferral, transfer and/or withdrawal.

Timeliness of Student Engagement

(13) Students should negotiate support needs with a Student Advisor as soon as practicable after the onset of the disability, medical condition or exceptional circumstance or after being directed to do so by an authorised staff member as part of a formal academic process e.g. progression intervention.

(14) Where possible, students with a pre-existing disability should negotiate reasonable adjustments before commencement or early in the semester.

Length of Examinations

(15) Students with a disability, medical conditions, or exceptional circumstances as listed in the policy will not have an examination session of greater than four hours duration (including working time, extra time and approved rest breaks), except where students expressly request in writing to take the exam in one sitting.

(16) Where it is necessary to spread an examination over two sessions, there should be an interval of at least a one-hour break in between. If an exam exceeds six hours in total (including working time, extra time and approved rest breaks), an alternative form of assessment should be considered.

(17) If students with a disability, medical condition or exceptional circumstances as listed in the policy are sitting multiple examination sessions in a single day, the length of examination time (including working time, extra time and approved rest breaks) should not exceed six hours in any one day.

Section 4 - Roles, Responsibilities and Accountabilities

(18) Persons involved in the enactment of this Procedure to develop reasonable adjustments include:

a. The individual student, who is responsible for:
    i. engaging with the Student Advice Team in a timely manner as outlined in clauses 13-14;
    ii. informing the Student Advice Team of a change of program or requirement to share the plan with others involved in the student's teaching/research; and
    iii. providing relevant medical, specialist or supporting documentation to inform the assessment as outlined in clause 7.
b. A Student Advisor from the Student Advice Team, Student Support and Wellbeing Services, who is responsible for completing the process outlined in section 2.
c. The Associate Dean (Academic) or relevant Dean, or their nominee who is responsible for:

i. confirming the threshold of competence for the academic program or course as outlined in clauses 11-12;
ii. providing academic expertise and signing off on the appropriateness of proposed reasonable adjustments; and
iii. supporting the enactment of agreed reasonable adjustments as outlined in the reasonable adjustment plan.

d. Staff (or other relevant staff as appropriate), who are responsible for supporting the reasonable adjustment plan.

(19) Other individuals who may be involved can include:

a. Subject matter experts who may need to be consulted about the precise nature of the disability, medical condition, extenuating or exceptional circumstance, the implications of the disability or circumstance for completion of specific program or course requirements, and the nature of any specific adjustments needed to assist the student to equitably participate in the program with a view to attaining the required threshold of competence.
b. A support person to accompany the student during discussions to identify appropriate reasonable adjustments. A representative of the UQ Union, or any other person the student nominates, may fill this role.

(20) In cases where students are dissatisfied with the arrangements determined by the Student Advice Team, the Academic Registrar will be responsible for considering appeals in accordance with the Student Grievance Resolution Procedure.

Section 5 - Monitoring, Review and Assurance

(21) The Student Advice Team is responsible for working with university staff to ensure reasonable adjustments activities are completed in accordance with this Procedure and the Reasonable Adjustments for Students Policy.

(22) In cases where staff are dissatisfied with, or identify issues with the Procedure, these concerns will be communicated to the Academic Registrar for resolution.

(23) The Student Advice Team, in consultation with relevant staff, will review and update the Procedure as required to ensure its ongoing relevance and effectiveness.

(24) Interactions with the Student Advice Team regarding reasonable adjustments will be recorded in the Student Management System in the case file of the individual student.

(25) All reasonable adjustments will be made through the Student Advice Team which will ensure consistency in approach to recording.

(26) Data will be captured against the 'reasonable adjustment' category which will enable annual reporting to capture trends and inform future initiatives.

Section 6 - Recording and Reporting

(27) Interactions with the Student Advice Team regarding reasonable adjustments will be recorded in the Student Management System in the case file of the individual student.

(28) All reasonable adjustments will be made through the Student Advice Team to ensure consistency in approach and recording.

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(29) Data will be captured against the ‘reasonable adjustment’ category which will enable annual reporting to capture trends and inform future initiatives.

Section 7 - Appendix

Glossary of Terms

Term	Definition
Academic program	Sequence of study leading to the award of a qualification such as an undergraduate degree or diploma, and/or postgraduate coursework qualification.
Associate Dean (Academic)	Means the Associate Dean (Academic) of the relevant Faculty.
Defence Service	Service (including training) for the Australian Defence Force Reserves (Naval Reserve, Army Reserve, or Air Force Reserve), in accordance with the Defence Reserve Service (Protection) Act 2001 (Cth).
Inherent requirements	Inherent requirements are core activities, tasks or skills essential to successfully completing a program or course. Inherent requirements help the University maintain the integrity of its programs, learning, assessment and accreditation processes. They are based on a program’s learning outcomes. They can include: • physical and cognitive requirements • communication and interpersonal skills • professional behaviour • ethical conduct
Relevant Dean	Means the Dean of UQ College or the Dean of the Graduate School.
Religious observance	Compliance with a religious law, custom, command or rule, or the long-standing custom of celebrating a religious holiday or similar occasion.
Student Access Plan	The document that sets out the reasonable adjustments that have been agreed by the Faculty. This plan is drafted by the Student Advice Team, with consideration as outlined in sections 2 and 3. The plan is then communicated to those UQ staff members who need to know, in order to put the adjustments in place.

Elite Athlete Status

(30) The University of Queensland is endorsed by the Australian Institute of Sport (AIS) as a member of the Elite Athlete Education Network (EAEN) which means that UQ supports a range of guiding principles and minimum standards through consultation with AIS.

(31) Students who are identified and recognised by one of the following organisations as an elite athlete representing Australia, or a state or territory of Australia, may apply for elite athlete status:

a. Australian Institute of Sport
b. National senior squad members from Sport Australia supported sports
c. State Institutes or Academies of Sport
d. AFL Players Association
e. Australian Cricketers' Association
f. Rugby Union Players' Association
g. Rugby League Professionals' Association
h. Australian Professional Footballers' Association
i. Senior/head coaches from state and territory institutes/academies of sport, national teams from Sport Australia funded sports or participating professional sports.

(32) All other athletes not covered by one of the organisations listed above may also apply.

(33) Students who are elite athletes must submit an application online using the Elite Athlete Status request form for the approval of the Academic Registrar, together with supporting documentation verifying training and/or sporting/performance commitments for the relevant study period. Supporting documentation verifying endorsement of the student's status is to be in the form of PDF documents on official letterhead, completed by:

a. Sporting or performance authorities;
b. Coaches or managers; or
c. Sporting or performance institutions/organisations.

(34) Students will be notified of the outcome of their application via email. In the case of elite athletes, UQ's appointed EAEN liaison will act as a representative of the AIS to investigate, verify, and make a recommendation to the University if required.

(35) Approval for elite athlete status is valid for one semester and students are required to re-apply for consideration for each subsequent study period.

(36) Approved elite athlete status will be noted on Si-net for the relevant study period and will be given a Student Access Plan to ensure that the adjustments are communicated with the relevant parties.

(37) The student may be required to produce the email confirming elite athlete status to the School or Faculty when seeking reasonable adjustments.

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