**Reasonable Adjustment and Language, Literacy, Numeracy and Digital Skills Policy**

Document ID: REAP

Approved by: Director of Equity

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This policy meets **The Standards for Registered Training Organisations (RTOs) 2015**:

**Standard 1** The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses **Clause 1.7** Learner Support **Clauses 1.8 to 1.2** Conduct effective assessment
**Standard 4** Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients
4.1 a) accurately represents the services it provides
**Standard 5** Each learner is properly informed and protected
5.1 Prior to enrolment or the commencement of training and assessment the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner’s needs, taking into account the individual’s existing skills and competencies.

## 1 Introduction

Under the Commonwealth Disability Discrimination Act 1992 DDA (Cwt) and the Disability Standards for Education 2005 DSE, Registered Training Organisations (RTOs) are required to customise their services, including making reasonable adjustments to learning and assessment strategies, to facilitate the successful participation of people with disabilities in education, training, and employment.

Reasonable adjustments are practical changes to education and training designed to allow learners with disabilities to access and participate on the same basis as learners without disabilities.

The goal is to ensure that all learners have the best learning opportunities and demonstrate that they have achieved unit requirements. Reasonable adjustments in assessment can be offered to learners under the key assessment principle of “fairness,” defined in the Standards for RTOs (2015). This principle applies particularly to learners with disabilities.

Universal Design for Learning (UDL) ensures equitable access to training and assessment by providing multiple means of representation, engagement, and action and expression. This proactive approach removes barriers for learners with diverse needs, fostering a flexible and inclusive educational environment where all learners can participate in learning.

Language, Literacy, Numeracy, and Digital Skills (LLND) are the technical skills learners require to participate actively in education, work, and society.

## 2 Purpose

NTM is committed to providing learners with disabilities and LLND issues equal access to learning opportunities. We achieve this by ensuring assessments are designed and administered to allow learners with disabilities and LLND to demonstrate their knowledge and skills fairly.

By providing appropriate support services to help learners with disabilities and LLND reach their full potential in a supportive and inclusive learning environment. NTM provides reasonable adjustments, LLND support and UDL in accordance with the following:

Disability Discrimination Act 1992
Disability Standards for Education 2005
[Opening All Options](https://www.adcet.edu.au/oao)
Australia’s Disability Strategy 2021-2031
Providing quality training and assessment services to learners with disabilities – Australian Skills Quality Authority Fact Sheet
Standards for Registered Training Organistions 2015
Privacy Act 1988
National Foundation Skills Strategy (NFSS)
National Digital Skills Strategy (DSF)
Australian Core Skills Framework (ACSF)
Employability Skills Framework (ESF)

## 3 Scope

This policy actively supports all current and future learners with disabilities. Additionally, learners identified through a pre-training assessment (PTA) as having LLND needs will receive reasonable adjustments and UDL to ensure their success.

All VET products, from Training and Assessment Strategies (TAS) to training and assessment materials, will also incorporate reasonable adjustment and UDL principles to accommodate learners with disabilities or LLND needs.

To ensure inclusive and equitable learning opportunities, all Vocational Education and Training (VET) products, including Training and Assessment Strategies (TAS), learning materials, and assessments, will be designed and developed using UDL principles and incorporate provisions for reasonable adjustments. This approach will empower learners with disabilities, and LLND needs to participate fully in training and assessment.

4 Policy

## NTM champions equal access, participation, and opportunity for people with disabilities and LLND needs. Through collaborative partnerships with learners, NTM identifies and implements reasonable adjustments to ensure learners fully reach their learning potential. We actively integrate reasonable adjustment and UDL principles into all our policies, procedures, decisions, and operations.

## NTM actively promotes a positive and informed environment for learners and staff with disabilities and LLND issues. This includes fostering respectful behaviour, attitudes, and language. To ensure staff are well-equipped to support all learners, NTM provides resources and training to embed reasonable adjustment in all training and assessment practices.

## 5 General Responsibilities, Accountability and Authority

The Disability Discrimination Act (1992) requires NTM to put in place actions to help ensure equal opportunity for people with a disability. Under the Disability Standards for Education 2005, NTM must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that education provider unjustifiable hardship. Below are the rights and responsibilities of learners regarding reasonable adjustments and LLND provisions.

5.1 Enrolment

NTM promotes fair and inclusive admissions for all prospective learners.

We ensure this by:

* **Facilitating equal access** to the application process for all learners, regardless of disability or LLND needs.
* **Offering reasonable adjustments** throughout the admissions process to ensure accessibility.
* **Evaluating all applicants fairly**, considering learners with LLND needs and disabilities alongside those without.
* **Providing appropriate support** for learners requiring additional assistance in developing LLND needs and those with disability by providing reasonable adjustments to training and assessments.
* **Facilitating access to specialised support** by referring learners with specific needs to the Director of Equity and the LLND Practitioner.
* **Maintaining transparency** regarding available reasonable adjustments.
* **Connecting learners with external support** when needs fall outside the scope of NTM's resources or when adjustments become unreasonable.
* **Engaging in open communication** with prospective learners and their associates, such as their carer, to understand how their disability or LLND needs may impact their application and identify necessary adjustments throughout training and assessments.

### 5.2 Participation in Training

### NTM promotes equal access to education and training for all learners. We achieve this by:

### **Facilitating participation** in courses, programs, services, and facilities for all learners, regardless of disability or LLND needs.

### **Providing reasonable** adjustments in training to ensure learners with disabilities and LLND needs can participate alongside their peers.

### **Consulting with learners and their carers** about their learning needs. These consultations focus on understanding the impact of a disability and LLND's needs on participation and identifying necessary adjustments.

### **Collaborating with learners throughout the learning journey,** from enrolment, training, and assessment to course completion, to incorporate UDL principles and reasonable adjustments.

### 5.3 Assessment

### NTM champions equal participation in courses for all learners, regardless of disability or LLND needs.

### We achieve this by:

### **Proactively designing and delivering** training and assessments incorporating Universal Design for Learning (UDL) principles.

### **Providing reasonable adjustments** in assessments to cater to individual learner needs.

### **Empowering learners** with disabilities and LLND needs to fully develop their knowledge, skills, and abilities alongside their peers.

### **Investing in professional development** training for both teaching and non-teaching staff. This training fosters a culture of inclusion that embraces learners with disabilities and supports those with LLND needs.

* **Incorporating UDL principles** in our training products, including assessments, learning materials and TAS.

### 5.4 Learner support services

NTM ensures equal access to learner support services for all learners, regardless of disability or LLND issues. This commitment includes:

* **Providing general learner support services** on an equal basis to all learners.
* **Identifying and offering specialised services** tailored to the specific needs of learners with disabilities, ensuring their full participation in educational activities.
* **Actively facilitating access** to general and specialised support services to promote full participation in training and assessment for all learners.

### 5.5 Harassment and victimisation

Learners have a right to VET in an environment that is free from discrimination caused by harassment and victimisation based on their disability or LLND needs.

**NTM fosters a learning environment free from discrimination based on disability or LLND needs.**

We achieve this by:

* **Proactively implementing strategies** to prevent harassment and victimisation.
* **Providing clear communication** to staff and learners regarding their obligations to maintain a respectful and inclusive environment.
* **Establishing accessible complaint mechanisms** for learners who experience harassment or victimisation.
* **Taking appropriate action** to address any reported incidents of harassment or victimisation.

### 5.6 Implementation

**NTM actively supports learners with disabilities and LLND needs by providing reasonable adjustments throughout the learner journey.** These adjustments aim to create a balanced learning environment while upholding the training's integrity.

To determine the suitability of a proposed adjustment, NTM considers several factors:

* **The learner's specific needs:** We carefully assess the learner's disability or LLND needs to identify the most effective support.
* **Learner and representative input:** NTM values the perspectives of learners and their representatives, such as carers, when determining appropriate adjustments.
* **Impact on all parties:** We evaluate the adjustment's impact on the learner's participation and achievement, NTM staff, and other learners.
* **Cost-benefit analysis:** NTM considers the feasibility and practicality of implementing the adjustment.

**Our goal for reasonable adjustments is to empower learners with disabilities, and LLND needs to participate fully in training to not provide an unfair advantage.** These adjustments are designed to maintain program standards and ensure the integrity of the training outcomes.

## 6 Definitions

In this policy, the key terms are:

| Term | Meaning |
| --- | --- |
| Carer  | While a learner may have a parent, guardian, or support person when interacting with NTM, they will need the learner's written consent to advocate for services, reasonable adjustment, and LLND needs.  |
| Disability  | Disability - defined by the Disability Discrimination Act 1992 "in relation to a person means:total or partial loss of the person's bodily or mental functions; ortotal or partial loss of part of the body; orthe presence in the body or organisms causing disease or illness; orthe presence in the body or organisms capable of causing disease or illness; orthe malfunction, malformation or disfigurement of a part of the person's body; ora disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; ora disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour; |
| Foundation Skills | Are defined as the combination of:• English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and• employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for participation in modern workplaces and contemporary life. |
| ILP | The Individual learning plan documents adjustments for learners to both training and assessment practices.  |
| LLND | Language, Literacy, Numeracy and Digital Skills, from the Australian Core Skills Framework including the technical skills of reading, writing, oral communication, numeracy, learning and digital skills  |
| PTA | Pre-Training Assessment, which assesses the learner's core or LLND skills.  |
| Reasonable adjustment | In VET is the term applied to modifying the learning environment or making changes to the training and/or assessment delivered to assist a learner with a Disability, while not compromising the standard of the VET product.  |
| UDL | Universal Design for Learning (UDL) in adult education means creating learning materials, training and assessments that work well for everyone, regardless of learning style, disability, or pace. It's like building a ramp alongside stairs - everyone can access the information in a way that works for them. |

Additional definitions are covered within the related documents

## 7 Related Documents

## This policy is to be read in conjunction with:

Current Version of the Learner Handbook
Indiviudal Learning Plan
Diversity, Equity and Inclusion Policy
Assessment Policy
Training and Assessment Policy
Complaints and Feedback Policy
Compliant and Feedback Form
Privacy Policy

## 8 Contacts

All contact regarding reasonable adjustement and LLND needs are addressed by the trainer and assessor. For specialist support contact the Director of Equity via mail at admin@ntm.edu.au or on 1300 653 501.

## 9 Document Information and Review

This policy document will be reviewed every three years.

Review no: REAP/2023

Next review date: 15.03.2026

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| Version  | Effective | Approved by | Amendment / Reason |
| 1.0 | 21.03.2017 | Jane Lees – CEO | Development of policy with working group |
| 2.0 | 23.03.2020 | David Michal Lipták – Director of Learning | Inclusion of Smart and Skilled  |
| 3.0 | 20.03.2023 | David Michal Lipták – Director of Learning | Update to LLND and Digital literacy skills |

**End of Policy**