



PURPOSE OF THIS FORM

This form is used to formally request and document reasonable adjustments to training or assessment, where a learner has a disability, health condition, or other barrier that affects their ability to participate on an equal basis.

Under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, Registered Training Organisations (RTOs) must take reasonable steps to support learners with disability or other needs to access, engage with, and complete their training.

WHO SHOULD USE THIS FORM?

- Learners: who have a disability, long-term health condition, temporary injury, or other condition that affects their ability to learn or complete assessments.
- Assured Learning Australia staff (trainers, assessors, learner support officers, compliance staff): who are working with learners to identify needs and implement appropriate adjustments.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a change made to ensure you can participate in training or assessment on the same basis as others. Examples include:

- Extra time for assessments
- Use of assistive technology
- Modified tasks or formats
- Alternative scheduling
- Support services (e.g. scribe, interpreter)

Adjustments must preserve the integrity of the unit or qualification and ensure that competency requirements are still met.

HOW THE PROCESS WORKS

1. Learner completes Sections 1 and 2, identifying the reason for their request.
2. Evidence is provided (see Section 3) — this can include medical reports or a self-disclosure interview.
3. Consultation takes place between the learner and relevant Assured Learning Australia staff.
4. Adjustments are agreed and documented in Section 5.
5. Ongoing support and review are recorded as needed.

All information is kept private and handled in accordance with privacy legislation.

DEFINITION

Under the Disability Discrimination Act 1992 (Cth), a disability includes physical, intellectual, psychiatric, sensory, neurological, learning disabilities, physical disfigurement, and the presence of disease-causing organisms.

SUPPORTING DOCUMENTS FOR STAFF IN CONSIDERING THIS DECISION

[ASQA Practice Guide- Training Support Practice Guide - Training support.pdf](#)



Section 1: Learner Information

FULL NAME

LEARNER ID

COURSE/QUALIFICATION

TRAINER/ASSESSOR NAME

Section 2: Grounds for Adjustment

Please tick all that apply to your circumstances. Supporting evidence may be required for each item selected.

- ☐ Permanent disability
Includes physical, sensory, intellectual, neurological, or psychosocial disabilities (e.g. mobility impairments, deafness, autism spectrum disorder, vision loss, schizophrenia, etc.)
- ☐ Chronic health condition
Long-term medical conditions that impact study or participation (e.g. epilepsy, diabetes, chronic fatigue, cancer, fibromyalgia)
- ☐ Mental health condition
Conditions such as depression, anxiety, PTSD, bipolar disorder, etc. that affect learning, attendance, or assessment
- ☐ Neurodivergence
Includes diagnosed conditions such as ADHD, dyslexia, dysgraphia, or processing disorders
- ☐ Temporary condition or injury
Short-term but significant conditions affecting participation (e.g. broken limbs, surgery recovery, concussion)
- ☐ Cognitive or learning difficulty
Includes specific learning disabilities not covered by broader neurodivergence (e.g. processing speed delay, dyscalculia)
- ☐ Speech or communication disorder
Any condition that affects verbal or written communication (e.g. stuttering, expressive language disorders)
- ☐ Sensory processing difficulty
Conditions that impact how sensory information is received or interpreted (e.g. auditory sensitivity, sensory overload)

- ☐ Multiple or complex support needs
Combination of disability, health, social, or cognitive barriers impacting participation
- ☐ Caring responsibilities or life circumstances
May be considered where they significantly affect ability to engage with training or assessment (e.g. carer for a person with disability)
- ☐ Other – please specify: _____

Section 3: Supporting Evidence

Please attach all relevant supporting documentation to assist with assessing your request for reasonable adjustment. Tick all that apply.

Formal Documentation

- ☐ Medical certificate or specialist report
(e.g. from GP, psychologist, psychiatrist, allied health professional)
- ☐ Learning or psychological assessment
(e.g. reports diagnosing ADHD, dyslexia, cognitive impairments)
- ☐ NDIS plan or support documentation
(Current NDIS plan or Individual Education Plan outlining adjustments or supports)
- ☐ Formal letter from a treating professional
(E.g. signed letter from a counsellor or therapist confirming condition and impact on learning)

Informal/Contextual Evidence

- ☐ Self-disclosure with consultation interview
(To be completed in a meeting with support staff or trainer/assessor)
- ☐ School-based learning support plan or Year 12 adjustments
(If recently exited secondary education)
- ☐ Previous adjustments made in VET or other training
(E.g. extra time or modified assessment previously granted)
- ☐ Other relevant documentation
(E.g. statutory declaration, disability support service summary, support letter from a case manager)
Please specify: _____

Note: Evidence must demonstrate the impact of the condition on your ability to participate in training or assessment. You are not required to disclose the diagnosis itself unless you wish to.

Section 4: Consultation Summary

DATE OF CONSULTATION _____

PARTICIPANTS INVOLVED (tick all):

- ☐ Learner
- ☐ Trainer/Assessor
- ☐ Disability Support Officer
- ☐ Assured Learning Australia Learner Support Staff
- ☐ Other - please specify: _____

NOTES FROM CONSULTATION

OUTCOME OF CONSULTATION

- ☐ Proceed to document agreed adjustments in Section 5
- ☐ Further information required – follow-up scheduled for _____
- ☐ Referral to external support services (e.g. counselling, NDIS, specialist)

Section 5: Proposed Reasonable Adjustments

Please outline all adjustments agreed upon following consultation with the learner.

Adjustments must maintain the integrity of the training product and assessment requirements. Record any that relate to training delivery, learning materials, assessment methods, or RPL processes.

Common examples:

- Extra time for written assessments
- Rest breaks during assessments
- Modified delivery format (e.g. visual, audio, step-by-step guides)
- Assistive technology (e.g. screen reader, adaptive keyboard)

- Scribe or support person
- Alternative assessment method (e.g. oral instead of written)
- Flexible due dates or attendance

AREA	TYPE OF ADJUSTMENT	SUBJECT/UNIT	ASSESSMENT AFFECTED	RPL RELATED (Y/N)
<i>E.g. Assessment</i>	<i>30 extra minutes allowed for all written tasks</i>	<i>AUR...</i>	<i>Written knowledge and performance tasks</i>	<i>No</i>
<i>E.g. Delivery</i>	<i>Use of screen reader software</i>	<i>AUR...</i>	<i>All assessments</i>	<i>No</i>

NOTE FOR STAFF: Where the adjustment is relevant to more than one unit or type of assessment (e.g. applies across the qualification), indicate this clearly. For example, "All units – theory assessments" or "All written tasks across the course".

Section 6: Approval and Implementation

- ☐ Approved in full
- ☐ Approved with modification
- ☐ Denied – Reason: _____

If denied or modified, rationale must align with:

- Unjustifiable hardship
- Compromising competency standards
- Risk to safety

DATE OF DECISION _____

**APPROVED BY
(NAME/ROLE)** _____

SIGNATURE _____

Section 7: Ongoing Support and Review

REVIEW DATE _____**ADDITIONAL ADVICE OR SERVICES RECOMMENDED:**

- ☐ Referral to external support
- ☐ Ongoing mentoring
- ☐ Learning support plan
- ☐ Periodic check-ins

Section 8: Learner Acknowledgement

I confirm that I have participated in this consultation and understand the adjustments that will be made.

LEARNER SIGNATURE _____**DATE** _____**ASSURED LEARNING
AUSTRALIA
REPRESENTATIVE****NAME** _____**SIGNATURE** _____**DATE** _____

Appendix: Assessor Guidance

Section 2: Grounds for Adjustment

PURPOSE

To record the learner's basis for requesting reasonable adjustment. This section helps Assured Learning Australia determine if the learner is entitled to accommodations under the Disability Discrimination Act 1992 and the Disability Standards for Education.

STEP-BY-STEP GUIDANCE

1. Encourage disclosure in a safe, non-judgmental space - use inclusive, strengths-based language. Disclosure is voluntary, and no learner should feel pressured to disclose a diagnosis — only the impact on their learning.
2. Clarify examples if needed - if a learner selects a category like "neurodivergence" or "mental health condition," ask what impact this has on training or assessment (e.g. difficulty with concentration, memory, sitting for long periods).
3. Accept multiple categories where relevant - some learners may select multiple grounds (e.g. ADHD and chronic fatigue syndrome). This is acceptable and may inform the types of adjustments needed.
4. If 'Other' is selected, briefly document what was disclosed (e.g. "Caring for terminally ill parent — request for flexible attendance").
5. Never attempt to 'diagnose' — always defer to what the learner reports or what is in evidence.

Section 3: Supporting Evidence

PURPOSE

To ensure that any adjustment provided is justified, meets compliance requirements, and protects the integrity of assessment decisions.

STEP-BY-STEP GUIDANCE

1. Explain the purpose of the evidence - emphasise that evidence helps Assured Learning Australia understand how the condition affects learning or assessment, not to judge or categorise the learner.
2. Accept a range of evidence formats.
 - o **Formal documentation** (preferred for permanent or significant adjustments) includes medical reports, NDIS plans, or psychological assessments.
 - o **Informal evidence** (suitable for minor, temporary, or contextual needs) includes a learner self-disclosure, school learning plans, or statutory declarations.

3. Check that the evidence:
 - Is current (within the last 2 years is ideal — longer may be acceptable for lifelong conditions).
 - Clearly outlines the impact on study or assessment (e.g. "learner may require extra time in written tasks due to processing speed difficulty").
4. Where no formal evidence is available, schedule a consultation meeting and complete a "self-disclosure with interview" note (attach minutes or a summary).
5. Do not delay support while waiting for documents — implement interim adjustments if the need is urgent and record this in the file.

IMPORTANT COMPLIANCE NOTES

- **Privacy:** Do not store medical details in the LMS or openly shared files. Keep sensitive documents in a secure, access-controlled location.
- **Justifiability:** Ensure adjustments are reasonable, do not compromise assessment integrity, and are aligned to unit requirements.
- **Record-keeping:** Maintain a signed copy of the Reasonable Adjustment Form and related evidence for at least 12 months post-completion.
- **Review regularly:** Check in with the learner if their condition changes, or if the adjustment no longer meets their needs.

Section 4: Consultation Summary

PURPOSE

This section documents the formal conversation with the learner to understand how their disability, condition, or circumstance affects participation and to discuss support needs. It also ensures the learner's voice is included in identifying reasonable adjustments.

HOW TO COMPLETE

1. Schedule the consultation promptly after the request or disclosure. This can be in person, via video call, or phone. Email-only responses are insufficient unless supported by documentation and agreement.
2. Include all participants.
 - The learner must be present unless a guardian or support person is authorised to speak on their behalf.
 - Invite relevant support staff (e.g. Learner Support Officer, Disability Liaison, Assessor, Admin team) where needed.

3. Document the discussion clearly:
 - Summarise key points the learner raised about how their condition impacts learning and assessment.
 - Note any concerns, preferences, or prior supports used.
 - Record any barriers identified (e.g. difficulties with group tasks, accessing digital materials, anxiety during presentations).
 - If evidence has not yet been provided, record this and implement interim support if appropriate.
4. Log interim arrangements (e.g. extension granted while awaiting documentation). This shows responsiveness and risk mitigation.
5. Use clear, objective language. Avoid diagnostic terminology unless stated in medical documents.

Section 5: Agreed Reasonable Adjustments

PURPOSE

To document all confirmed and approved adjustments that will be made to delivery, learning, or assessment. This ensures transparency, integrity, and compliance with Standard 2.4, while protecting the learner's right to equitable access.

HOW TO COMPLETE

1. List each adjustment individually, even if the same adjustment applies across multiple units. Use the table format to ensure clarity for trainers, assessors, and compliance records.
2. Specify the "Type of Adjustment":
 - **Delivery:** recorded sessions, visual supports, breaks in practical tasks
 - **Assessment:** extra time, modified format, rest breaks, alternative method
 - **Environment:** seating adjustments, physical access, lighting changes
 - **Technology:** use of laptop, screen reader, adaptive input devices
 - **RPL:** oral evidence instead of written, third-party evidence collection
3. Be specific about where and how the adjustment applies:
 - Avoid vague terms like "flexible assessment" – instead write "Allow learner to complete written knowledge questions verbally via video recording".

4. Confirm RPL impact if relevant.

If the learner is completing an RPL pathway, identify how the adjustment modifies evidence collection or assessment.

5. Check compliance and reasonableness:

- Does the adjustment allow the learner to demonstrate competency?
- Does it preserve the integrity of the unit and qualification outcome?
- Is the adjustment proportionate and sustainable?

6. Follow Assured Learning Australia's approval process.

- Some adjustments (e.g. extensions, assistive tech) may require trainer-level approval.
- Others (e.g. alternative assessment format) may require validation or manager sign-off.

7. Communicate clearly to all involved staff.

Ensure any adjustment is known and consistently applied across all trainers, assessors, and support staff.