

Reasonable Adjustments Policy and Procedure

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1. Purpose

1.1. This policy affirms AFTRS commitment to creating a learning and working environment that is inclusive, equitable, and accessible to all members of its community. It outlines principles and procedures for removing and minimising barriers to equitable experiences through universal design and reasonable adjustments.

2. Scope

- 2.1. This policy and procedure applies to all employees and students of AFTRS. This includes but is not limited to candidates (job applicants) and employees for full-time, part-time, temporary and casual positions as well as any individuals applying for enrolment in Award Courses at AFTRS. It covers all AFTRS learning and working environments, including digital platforms.
- 2.2. While volunteers, contractors and visitors are excluded from the scope of this policy, AFTRS will where possible support requests from these groups.
- 2.3. This policy uses the broad definition and use of the word ‘disability’ as set out in the *Disability Discrimination Act 1992* (DDA). Disability includes any condition affecting how a person thinks, feels, moves, or works. It could be caused by accidents, trauma, injury, genetics or other factors. Disability can be:
- Short-term or permanent;
 - Visible or non-visible; or
 - Something that happened in the past, may happen in the future, or is believed to exist.

- 2.4. AFTRS acknowledges that not all people protected by the DDA will identify as having disability and respects the deeply personal nature of language.

3. Policy Statement

- 3.1. AFTRS adopts the social model of disability, which recognises that limitations are not inherent in the individual but arise from the interaction between people and environments that are not inclusive. Through this lens, AFTRS is committed to:
- 3.1.1. Identifying and responding to environmental, attitudinal, and systemic barriers to inclusion;
 - 3.1.2. Ensuring equity of access and participation for current and prospective students, and staff with disabilities;
 - 3.1.3. Providing an inclusive environment that supports individuals with disabilities, injuries or health conditions to work, study and engage in AFTRS life on the same basis as others, in an environment that is free from harassment and unlawful discrimination and promotes equality of opportunity;
 - 3.1.4. Acknowledging that disability is dynamic, and may be acquired, permanent, temporary, hidden and/or visible;
 - 3.1.5. Providing relevant and responsive access solutions that facilitate independence and dignified access for the user;
 - 3.1.6. Recognising accessibility as a shared and evolving responsibility across all areas of the School; and
 - 3.1.7. Providing the necessary resources and staff development opportunities.

Disability Confidence at AFTRS

- 3.2. AFTRS seeks to identify and respond to accessibility barriers to participation by building a disability confident culture. This includes, but is not limited to:
- 3.2.1. Providing training and resources to build the disability confidence of all leaders, employees and Award Course students at AFTRS;
 - 3.2.2. Regularly reviewing recruitment and selection processes to identify and resolve systemic barriers to the recruitment and employment of people with disability;
 - 3.2.3. Regularly reviewing student recruitment and admissions processes to identify and resolve systemic barriers to the recruitment and enrolment of people with disability; and
 - 3.2.4. Reviewing existing policies and procedures to identify and mitigate any unintended discriminatory elements.

Universal Design

- 3.3. Universal design benefits all members of the AFTRS community by addressing barriers to participation and promoting a culture of accessibility, inclusion, and shared responsibility.
- 3.4. Through policy, planning, and resource allocation, AFTRS ensures:
- 3.4.1. Accessibility is considered in every development, upgrade, purchase, project and provision;
 - 3.4.2. Learning, teaching, and working environments are inclusively designed;
 - 3.4.3. Built and virtual spaces support diverse learning needs and flexible teaching strategies;
 - 3.4.4. Embedding accessibility-first principles into change management processes to ensure that organisational changes proactively consider and address potential barriers to participation; and
 - 3.4.5. The proactive approach of embedding universal design principles across all aspects of School life aims to reduce the need for individual reasonable adjustments by designing environments, curricula, and services that are accessible to the widest possible range of people from the outset.

Reasonable Adjustments

- 3.5. Reasonable adjustments are administrative, environmental or procedural alterations which remove barriers for people with disability. What is considered 'reasonable' will depend on the facts and circumstances of each situation.
- 3.6. AFTRS has a responsibility to fulfil requests for reasonable adjustments.
- 3.7. Reasonable adjustments are co-designed with individuals to meet the inherent requirements of the role or course.

- 3.8. The School is not required to provide an adjustment that would impose unjustifiable hardship.
- 3.9. To determine the appropriate reasonable adjustment, consideration must be given to:
- 3.9.1. The inherent requirements of the role or course;
 - 3.9.2. Current barriers to equitable participation;
 - 3.9.3. What adjustments can be identified and implemented to address the barriers; and
 - 3.9.4. The practicality of the adjustment.
- 3.10. Reasonable adjustments may include, but are not limited to:
- Additional training or mentoring
 - Alternative formatting
 - Flexible working arrangements
 - Modified workstations
 - Modified communication systems or information provision
 - Process adjustments
 - Variations to lighting
 - Workstation re-design including seating, sit-stand options, monitor arms, footrests etc
 - Assistive equipment, technology or software, such as:
 - Accessible computer keyboards and mice
 - Assistive listening devices (ALDs)
 - Noise cancelling headphones
 - Speech recognition software
 - Voice project devices

Privacy and Confidentiality

- 3.11. All processes relating to reasonable adjustments will uphold the dignity, privacy and autonomy of individuals.
- 3.12. AFTRS respects individuals' rights to confidentiality and decision to share, or not share, personal information.
- 3.13. Individuals are encouraged to discuss their needs with relevant staff member/s outlined in the procedure so that adjustments can be implemented.
- 3.14. AFTRS and everyone involved must adhere to Commonwealth, State and Territory privacy laws in the handling of personal information, including health, disability and adjustment information.
- 3.15. AFTRS will:
- 3.15.1. Only collect information that is necessary and relevant;
 - 3.15.2. Obtain consent before sharing with others. *For example, if an employee shares information with their Manager, the Manager will obtain consent before sharing with HR;*
 - 3.15.3. Only share relevant information with others on a need-to-know basis. *For example, if a request for Assistive Technology is approved, only relevant information will be shared with the Technology Team with a focus on the adjustment and not the person's disability or other health information;*
 - 3.15.4. Inform students or employees that their information is being collected and what it will be used for, who will have access to the information, how it will be stored, and when it will be destroyed; and
 - 3.15.5. Ensure students and employees understand which documents relating to a request for reasonable adjustments are kept confidential.

Supporting Information

- 3.16. To ensure the most appropriate reasonable adjustments are implemented to support the individual to meet the inherent requirements of their role or course, adjustment requests may require supporting documentation.
- 3.17. Before requesting supporting information, staff must identify why it is required. They must also consider how the process may cause psychological harm if not managed in a dignified, person-centric, and trauma informed manner. With this in mind, AFTRS will only request supporting information from the individual when there is a clear need.

- 3.18. If supporting information is required, the responsible employee will ensure the process actively includes the individual. This means:
- **Option 1 – Affirm:** If supporting information is required, we will first ask the individual what adjustments they require. We will then ask for supporting information to affirm that the requested adjustment is likely to enable them to meet the inherent requirements of the role or course.
 - **Option 2 – Identify:** If supporting information is required, we will first ask the individual what adjustments they require. If the individual is unsure, we will then ask for supporting information to help identify the types of reasonable adjustments that are likely to enable them to perform the essential requirements of the role.
- 3.18.1. Both scenarios may include contact with allied or other health professionals. During this contact, the focus will be on the adjustment and not the disability.
- 3.19. Supporting information must:
- 3.19.1. Be written, signed and dated by a suitably qualified and registered health professional who:
- 3.19.1.1. Is not a member of the individual’s family, and/or
 - 3.19.1.2. Is not in a personal or business relationship with the individual;
- 3.19.2. Be on official letterhead and include the practitioner’s name, qualifications and registration details;
- 3.19.3. Indicate whether the condition is temporary, fluctuating or permanent;
- 3.19.4. Be current and relevant to the adjustment/s being requested, meaning it must:
- 3.19.4.1. Be not more than 14 days old for temporary conditions;
 - 3.19.4.2. Be not more than six months old for fluctuating conditions; and
 - 3.19.4.3. For variable conditions, be less than six months old; and
- 3.19.5. Be written in English or accompanied by a certified English translation.
- 3.20. Where individuals have already provided a health practitioner statement outlining the impacts of their disability and/or health condition, they will not be required to continually provide repeated information or verification about the impacts of their disability during this period unless there is an additional request or a significant change to the plan.

Funding

- 3.21. Many reasonable adjustments require little-to-no financial costs and are of benefit to the wider AFTRS community.
- 3.22. In most circumstances the costs associated with implementing adjustments will be funded via internal division budgets.
- 3.23. In the case of participants requiring adjustments to participate in partnered training, funding may be a shared responsibility between partners.
- 3.24. JobAccess is a Commonwealth Government initiative that provides free information and advice about employing people with disability. JobAccess manages the Employment Assistance Fund which can reimburse employers the pre-approved cost of implementing adjustments for employees and candidates, provided eligibility requirements are met.

4. Procedure

Reasonable Adjustment Process

- 4.1. Reasonable adjustments adhere to the same basic process of:
- 1 - Offer
 - 2 - Request
 - 3 - Review
 - 4 - Approve/Alternate Adjustments/Decline
 - 5 - Implement
 - 6 - Monitor
- 4.2. This basic process applies across all relevant areas, including:
- [Staff Recruitment](#)
 - [Employment](#)
 - [Award Course Applicants / Prospective Students](#)
 - [Award Course Students](#)

Step	Adjustments during Staff Recruitment			Adjustments during Employment			Adjustments for Award Course Applicants			Adjustments for Award Course Students		
1. Offer	HR offers			HR offers			Student Recruitment & Admissions offers			Student Centre		
2. Request	Candidate requests			Employee requests			Applicant requests			Student requests / Co-develops with Student Engagement Manager		
3. Review	Head of HR reviews			Head of HR reviews			Head of Student Recruitment & Admissions reviews			Head of Student Centre reviews		
4. Approve / Alternate Adjustments / Decline	Approved	Alternate Adjustments Required	Declined	Approved	Alternate Adjustments Required	Declined	Approved	Alternate Adjustments Required	Declined	Approved	Alternate Adjustments Required	Declined
	HR confirms	Head of HR explores	Head of HR confirms	HR confirms	Head of HR explores	Head of HR confirms	Student Recruitment & Admissions confirms	Head of Student Recruitment & Admissions explores	Head of Student Recruitment & Admissions confirms	Head of Student Centre approves	Head of Student Centre Explores	Head of Student Centre confirms
5. Implement	HR implements			HR implements			Student Recruitment & Admissions implements			Course Program Team implements		
6. Monitor	HR checks in, monitors and reports			Manager checks in HR monitors and reports			Student Recruitment & Admissions checks in, monitors and reports			Student Centre checks in, reviews and reports. Relevant Program Team reviews and monitors		

Adjustments during Staff Recruitment

Step 1: Offer

4.3. HR will offer adjustments to all candidates during every stage of the recruitment process.

Step 2: Request

4.4. Candidates may request adjustments at any stage during the recruitment process by calling or emailing HR.

4.5. HR will acknowledge receipt within 3 business days of receiving the request.

Step 3: Review

4.6. The Head of HR will review the request.

4.7. If funding is required, the Head of HR will explore internal and external funding options.

4.8. If supporting information is required, an HR member will inform the candidate what supporting information is required and collaborate to obtain.

Step 4: Approve, Alternate Adjustment, or Decline

4.9. **Approve** - HR will advise the candidate if the requested adjustment is approved.

4.10. **Alternate Adjustment** - If the requested adjustment is deemed to cause unjustifiable hardship, the Head of HR will consult with the Director, People and Culture.

4.10.1. HR will then collaborate with the candidate to consider alternate adjustments.

4.10.2. Every effort will be made to provide adjustments, including consideration of seeking external advice from [JobAccess](#).

4.11. **Decline** - If requested and alternate adjustments are declined, the Head of HR will discuss the outcome with the candidate and confirm in writing, including:

4.11.1. Detailing that the adjustment is declined;

4.11.2. How it would cause unjustifiable hardship on AFTRS, and

4.11.3. Advising the candidate of their right to appeal.

4.12. AFTRS acknowledges that the candidate may choose to continue or discontinue their application for employment. This choice is for the candidate to make, and not AFTRS.

Step 5: Implement

- 4.13. HR will collaborate with the candidate to implement the approved adjustment.
- 4.14. If required, HR will provide relevant information to others on a need-to-know basis. This information will focus on the adjustment, and not the disability.
- 4.15. HR will ensure the candidate is kept informed throughout the implementation process.

Step 6: Monitor

- 4.16. HR will check in with the candidate after the recruitment process has concluded to monitor the effectiveness of the implemented adjustment and measure satisfaction with the process.
- 4.17. HR will monitor and report on deidentified approved and declined requests to measure how effectively the business is offering and implementing adjustments.

Adjustments during Employment

Step 1: Offer

- 4.18. HR will offer adjustments to employees during the induction, onboarding process and throughout their employment.
- 4.19. If there is an identified safety concern, HR will ask the employee if there are adjustments that can be provided to ensure performing the essential requirements of the role does not aggravate an existing, and/or cause injury, illness or disability.

Step 2: Request

- 4.20. Employees may formally request adjustments at any stage during their employment by completing a Workplace Adjustment Request Form and submitting to HR.
- 4.21. The HR team will acknowledge receipt within 3 business days of receiving the request. They will inform the candidate that their information is and will be treated as confidential.
- 4.22. Employees are not obligated to share their disability information or adjustment requirements. This choice is for the employee to make, and not AFTRS. However, to introduce an adjustment a certain level of information required.
- 4.23. Employees are obligated to let AFTRS know if they are unable to perform the role safely, and request adjustments so that they can perform the role safely.

Step 3: Review

- 4.24. Head of HR will review the formal request.
- 4.25. HR will inform the employee who their information will be shared with during the review process and seek their consent to proceed with the request for adjustments.
- 4.26. If funding is required, Head of HR will explore internal and external funding options.
- 4.27. If supporting information is required, HR will inform the candidate why supporting information is required and collaborate to obtain.
- 4.28. HR will ensure the employee is kept informed throughout the review process.

Step 4: Approve, Alternate Adjustment, or Decline

- 4.29. **Approve** - If the requested adjustment is approved, HR will return the completed form to the employee, confirming that the adjustment is approved.
- 4.29.1. HR will then collaborate with the employee and related business areas to implement.
- 4.30. **Alternate Adjustment** - If the requested adjustment is deemed to cause unjustifiable hardship, Head of HR will consult with Director, People and Culture.
- 4.30.1. The Head of HR will then collaborate with the employee to consider alternate adjustments.
- 4.30.2. Every effort will be made to provide adjustments. Consider seeking external advice from [JobAccess](#).
- 4.31. **Decline** - If requested and alternate adjustments are declined, the Head of HR will discuss this outcome with the employee, advise the employee of their right to appeal, and return the completed form.
- 4.31.1. The completed form will detail that the adjustment is declined and how it would cause unjustifiable hardship on AFTRS.

Step 5: Implement

- 4.32. HR will collaborate with the employee to implement the approved adjustment/s.
- 4.33. If required, HR will provide relevant information and training to others on a need-to-know basis. This information will focus on the adjustment and not the disability.
- *For example, if a request for Assistive Technology is approved, relevant information will be shared with the ICT Team to support the implementation.*
- 4.34. HR will keep the employee informed throughout the implementation process.
- 4.35. A copy of the completed Workplace Adjustment Request Form will be kept on the employee's file but only accessed by those who have consent.

Step 6: Monitor

- 4.36. The employee's Manager and/or HR will check in with the employee within 1 month of implementation and during every performance planning cycle.
- 4.37. The intent of these discussions is to provide support, monitor the effectiveness of the implemented adjustment and measure satisfaction with the process.
- 4.38. HR will monitor and report on deidentified approved and declined requests to measure how effectively the business is offering and implementing adjustments.
- 4.39. Employees must notify HR if their access requirements change.
- 4.39.1. This is to ensure that adjustments continue to meet the inherent requirements and individual accessibility needs as adjustments may be permanent or temporary, depending on the nature of the disability or condition and the requirements of the employee and their role.

Adjustments for Award Course Applicants / Prospective Students

Step 1: Offer

- 4.40. The Student Recruitment and Admissions team will offer adjustments to course applicants at all stages of the recruitment and admissions process.

Step 2: Request

- 4.41. Applicants may request adjustments at any stage during the recruitment process by calling or emailing the Student Recruitment and Admissions team.
- 4.42. The Student Recruitment and Admissions team will acknowledge receipt within 3 business days of receiving the request.

Step 3: Review

- 4.43. The Head of Student Recruitment and Admissions will review the request.
- 4.44. If funding is required, Head of Student Recruitment and Admissions will explore internal and external funding options.
- 4.45. If supporting information is required, a member of the Student Recruitment and Admissions team will inform the applicant why supporting information is required and collaborate to obtain.

Step 4: Approve, Alternate Adjustment, or Decline

- 4.46. **Approve** - If the requested adjustment is approved, the Student Recruitment and Admissions team will advise the applicant.
- 4.47. **Alternate Adjustment** - If the requested adjustment is deemed to cause unjustifiable hardship, Head of Student Recruitment and Admissions will consult with Director, People and Culture.
 - 4.47.1. The Head of Student Recruitment and Admissions will then collaborate with the applicant to consider alternate adjustments, ensuring every effort will be made to provide adjustments.
- 4.48. **Decline** - If requested and alternate adjustments are declined, the Head of Student Recruitment and Admissions will discuss the outcome with the applicant, advise the applicant of their right to appeal and confirm in writing, including detailing that the adjustment is declined and how it would cause unjustifiable hardship on AFTRS.
- 4.49. AFTRS acknowledges that the applicant may choose to continue or discontinue their application. This choice is for the applicant to make, and not AFTRS.

Step 5: Implement

- 4.50. Student Recruitment and Admissions will collaborate with the applicant to implement the approved adjustment.
- 4.51. If required, Student Recruitment and Admissions will provide relevant information to others on a need-to-know basis. This information will focus on the adjustment, and not the disability.
- 4.52. Student Recruitment and Admissions will ensure the applicant is kept informed throughout the implementation process.

Step 6: Monitor

- 4.53. Student Recruitment and Admissions will check in with the applicant after the recruitment process has concluded to monitor the effectiveness of the implemented adjustment and measure satisfaction with the process.
- 4.54. If the applicant is offered a place in the Award Course Program, the Head of Student Recruitment and Admissions will ask the individual if/what information they would like shared with Student Centre.
- 4.55. Student Recruitment and Admissions will monitor and report on deidentified approved and declined requests to measure how effectively the business is offering and implementing adjustments.

Adjustments for Award Course Students

Step 1: Offer

- 4.56. Student Centre will provide information on how a student can explore reasonable adjustments during the enrolment process and throughout their course.
- 4.57. If there is an identified safety concern, Student Centre will ask the student reasonable adjustments that can be implemented to ensure performing the inherent course requirements does not aggravate an existing, and/or cause, injury, illness or disability.

Step 2: Request

- 4.58. Students may formally request reasonable adjustments at any stage during their course.
 - 4.58.1. The Student Centre encourages students to reach out for a conversation to explore support, which includes but is not limited to reasonable adjustments.
- 4.59. The Student Centre team will acknowledge receipt within 3 business days of receiving a request and provide information on next steps.
 - 4.59.1. This may include booking in with a Student Engagement Manager who can inform the student what information is required, and how the information they provide will be treated as, confidential.
- 4.60. Students are obligated to let AFTRS know if they are unable to participate in course activities safely, and request adjustments so that they can do so safely.
- 4.61. Students are not obligated to share their disability information or adjustment requirements. This choice is for the student to make, and not AFTRS.

- 4.62. Reasonable adjustments are co-developed in an agreed document called a Learning Access Plan (LAP).
- 4.63. Arriving at what is a reasonable adjustment for a student involves consultation between Student Engagement Managers and the Student Centre.
- 4.64. The Student Engagement Manager will meet with the student to provide information on the process of setting up a Learning Access Plan, and to inform them who their information will be shared with during the collection, development, and review process and seek their consent to proceed with the request for adjustments.
- 4.65. A Student Engagement Manager can inform the student the supporting information from a Health Practitioner that is required and collaborate to obtain.
- 4.66. If funding is required, the Head of Student Centre will explore internal and external funding options.

Step 3: Review

- 4.67. The Head of Student Centre will review all reasonable adjustments outlined in a Learning Access Plan.

Step 4: Approve, Alternate Adjustment, or Decline

- 4.68. **Approve** - If the requested adjustment/s are approved, Student Engagement Manager will return the Learning Access Plan to the student via email, confirming that the adjustment/s are approved.
 - 4.68.1. The Student Engagement Manager shares approved Learning Access Plans with relevant staff. These teams must regularly reviewing approved plans and consult with the Student Centre if there are any questions and/or concerns regarding implementation.
- 4.69. **Alternate Adjustment** - If the requested adjustment is deemed to cause unjustifiable hardship, the Head of Student Centre will consult with Director, People and Culture.
 - 4.69.1. The Head of Student Centre will then collaborate with the student to consider alternate adjustments, ensuring every effort will be made to provide adjustments.
- 4.70. **Decline** - If requested and alternate adjustments are declined, the Head of Student Centre will discuss this outcome with the student, advise the student of their right to appeal, and return the completed form.
 - 4.70.1. The completed form will detail that the adjustment is declined and how it would cause unjustifiable hardship on AFTRS.

Step 5: Implement

- 4.71. Student Centre can support a student to activate an approved reasonable adjustment/s and where applicable implement in consultation with relevant areas across AFTRS.
- 4.72. If required, Student Centre will provide relevant information to others on a need-to-know basis. This information will focus on the adjustment and not the disability.
 - *For example, if a request for Assistive Technology on set is approved, relevant information will be shared with the Production Operations Team to support the implementation.*
- 4.73. Student Centre will keep the student informed throughout the process of activating support outlined in approved Learning Access Plans.
- 4.74. Students are provided a copy of their approved Learning Access Plans and encouraged to discuss it directly it with relevant teaching staff as required, so that implementation of these strategies and adjustments can be accomplished in a timely and effective manner.
 - 4.74.1. A copy of the completed Learning Access Plan will be kept on the student's file but only accessed by those who have consent.

Step 6: Monitor

- 4.75. Student Centre will request students check in at the commencement of each academic year.
- 4.76. The intent of these discussions is to provide support, monitor the effectiveness of any approved reasonable adjustments, update as required and to explore feedback and measure satisfaction with the process.
- 4.77. Student Centre acknowledges the nature of the condition and adjustments may vary over time. If a student considers their Learning Access Plan requires an early review, they can contact a Student Engagement Manager.
- 4.78. Student Centre will monitor and report on deidentified approved and declined requests to measure how effectively the business is offering and implementing reasonable adjustments.

- 4.79. Students must notify Student Centre if their access requirements change. This is to ensure approved reasonable adjustments continue to meet the inherent course requirements and the student's accessibility needs as adjustments may be permanent or temporary, depending on the nature of the disability or condition and the requirements of the student and their course.

5. Responsibilities

Compliance, monitoring and review

- 5.1. AFTRS encourages all members of the school community to take personal responsibility for working to eliminate discriminatory practices and to support a culture of accessibility and inclusion.
- 5.2. All AFTRS employees are responsible for adhering to this policy and to privacy laws.
- 5.3. Director, People and Culture is responsible for ensuring all requests for workplace adjustments are handled in accordance with this policy.
- 5.4. Offering and Requesting Adjustments:
- 5.4.1. HR, Hiring Managers, Managers and Senior Executive Leaders are responsible for advising candidates and employees about their right to workplace adjustments.
 - 5.4.2. The Student Centre team and faculty members are responsible for providing information so students can make informed decisions regarding their right to adjustments.
 - 5.4.3. The Student Recruitment and Admissions team are responsible for advising prospective students and applicants about their right to adjustments.
 - 5.4.4. Employees, students, candidates and course applicants are responsible for requesting adjustments and updating AFTRS as required.
- 5.5. Reviewing requests for adjustments:
- 5.5.1. The Director, People and Culture is responsible for providing support to everyone at AFTRS in relation to requests for adjustments.
 - 5.5.2. HR and Managers are responsible for receiving and triaging requests for adjustments from employees and candidates.
 - 5.5.3. Student Centre are responsible for receiving and triaging requests for adjustments from students.
 - 5.5.4. The Student Recruitment and Admissions team are responsible for receiving and triaging requests for adjustments from course applicants.
 - 5.5.5. The Student Engagement Manager is responsible for reviewing student requests for adjustments and collaborating with the student to obtain supporting information and developing a Learning Access Plan.
- 5.6. The Head of Student Centre is responsible for approving student Learning Access Plans and reviewing, selecting and confirming funding options.
- 5.7. The Head of HR is responsible for approving staff Workplace Adjustment Plans and reviewing, selecting and confirming funding options.

Reporting

- 5.8. Head of HR, Head of Student Centre and Head of Student Recruitment and Admissions will monitor and report on the effectiveness of workplace adjustments in a centralised Reasonable Adjustments register which includes deidentified data:
- 5.5.6. Types of adjustments;
 - 5.5.7. Timeframes to respond;
 - 5.5.8. Timeframes to implement;
 - 5.5.9. Appeals;
 - 5.5.10. Feedback from individuals and stakeholders;
 - 5.5.11. Opportunities for future action; and
 - 5.5.12. Barriers to implementation

Records management

- 5.9. All records relevant to administering this policy and procedure will be maintained by the Policy and Governance Officer.

6. Definitions

Assistive technology: tools, devices and systems that allows people with disability to address barriers to their participation and performance and perform a task that they would otherwise be unable to do, or increases the ease with which a task can be performed. e.g. speech recognition software.

Direct and Indirect Discrimination in relation to disability: Direct discrimination occurs when a person, or a group of people, with disability is treated less favourably than another person or group because of the disability in circumstances that are not materially different. Indirect discrimination occurs when there is a requirement or condition that a person with disability cannot reasonably comply because of their disability, making the requirement or condition unreasonable in the circumstances.

Inherent requirements: The inherent academic requirements of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate and achieve the essential outcomes of the course or unit, while maintaining the academic integrity of that program. For employees, inherent requirement means the core activities, tasks or skills that are essential to specific roles and positions, and to a workplace in general. All students and staff must meet the inherent requirements of their course or role.

Reasonable adjustment: An administrative, environmental or procedural modification or adjustment that is necessary, possible, and reasonable to reduce or eliminate barriers to access and participation in education and employment.

Same basis: means that a person with a disability has choices and opportunities that are comparable to those of other people without a disability.

Supporting information: Documentation from a suitably qualified and registered health professional that assists AFTRS in understanding the impact of a disability, injury or health condition when considering reasonable adjustments.

Universal design: is the design of products, communications and built environments, to be usable by as many people as possible at little or no extra cost without the need for adaptation or specialised design (Centre for Universal Design, North Carolina State University, 1997). A universal design approach to curricula is student centred, inclusive and enables students with a disability to demonstrate equivalence in learning outcomes.

Unjustifiable hardship: means a situation where an adjustment would cause undue cost, disruption or difficulty to AFTRS, or other students or staff, which are out of proportion to the proposed benefits. In determining what constitutes unjustifiable hardship, all relevant circumstances of the particular case must be taken into account before any decision is made.

7. Related Legislation and Documents

- AFTRS Code of Conduct (Staff and Students)
- AFTRS Disability Action Plan
- AFTRS Employee Grievances and Complaints Policy and Procedure
- AFTRS Privacy Policy
- *AFTRS Student Grievances and Complaints Policy and Procedure*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *Equal Employment Opportunity (Commonwealth Authorities) Act 1987*
- *Fair Work Act 2009*
- *Privacy Act 1988*
- *Work Health and Safety Act 2011 (Cth)*

8. Approval and Review Details

Approval and Review	Details
Approval Authority	CEO
Responsible Officer	Director, People and Culture
Contact Officers	Head of HR Head of Student Centre Head of Student Recruitment and Admissions
Distribution	Basecamp and AFTRS website Staff, Student and Public facing
Next Review Date	01/01/2029

Approval and Amendment History	Details
Original Approval Authority and Date and relevant amendments details	CEO, 27 January 2026 —Policy and Procedure has been thoroughly reviewed to modernise the Reasonable Adjustments framework, strengthen compliance and embed a proactive, inclusive and operationally clear approach across AFTRS.
Amendments History and Dates	CEO – 17 August 2020
Notes	N/A
Minor Amendment Approval and History	N/A

AFTRS acknowledges its reference to the University of Melbourne's Guidelines for Drafting Policy (June 2013) in developing this template.

Reasonable Adjustment Policy and Procedure

Effective Date: 27 January 2026

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Australian Government

AFTRS

Once PRINTED, this is an UNCONTROLLED DOCUMENT. Refer to BaseCamp Policy Library for latest version