

Job Training Institute (JTI)

Reasonable Adjustment Policy and Procedure

PART A: POLICY

1. Purpose

Job Training Institute (JTI) is committed to ensuring equitable access to training and assessment for all learners. This policy outlines how JTI provides reasonable adjustment to support learners who may experience barriers due to disability, health conditions, learning differences, language or literacy barriers, or personal circumstances, while maintaining the integrity of assessment outcomes.

This policy aligns with:

- Standards for RTOs 2025
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Australian Qualifications Framework (AQF)

2. Scope

This policy applies to:

- All prospective and enrolled students
- All qualifications, accredited courses and units of competency delivered by JTI
- All staff involved in enrolment, training, assessment and learner support

3. Policy Statement

JTI is committed to inclusive and fair education practices. Reasonable adjustment will:

- Support learner participation and wellbeing
- Maintain fairness, safety and assessment integrity
- Not lower competency standards or remove required evidence
- Be practical and reasonable for JTI to implement

All learner information is treated confidentially and respectfully.

4. Principles of Reasonable Adjustment

Reasonable adjustment refers to changes to:

- Training delivery
- Assessment methods
- Learning environments or materials

Adjustments must not:

- Remove essential skills or knowledge
- Reduce assessment evidence requirements
- Compromise authenticity, validity or reliability

5. Assessment Integrity

JTI ensures that reasonable adjustment supports access without changing what is being assessed. Competency decisions remain based on sufficient, valid, authentic and current evidence.

PART B: PROCEDURE

6. Language and Literacy Considerations

Where a learner experiences language or literacy barriers, and the trainer/assessor determines that written responses alone do not sufficiently demonstrate competency, a structured verbal discussion may be conducted to:

- Clarify learner understanding
- Confirm underpinning knowledge
- Validate assessment evidence

This is permitted only when:

- The unit allows flexibility in evidence collection

- The discussion addresses the same assessment criteria
- The discussion is documented as assessment evidence
- The learner independently demonstrates required skills and knowledge

Important:

Verbal clarification supplements assessment evidence; it does not replace required evidence.

7. Student Disclosure

Learners may disclose support needs:

- During enrolment
- During the Pre-Training Review (PTR)
- At any stage of the course

Disclosure is voluntary. JTI will:

- Explain available support options
- Consult respectfully with the learner
- Request supporting information only where necessary
- Maintain confidentiality at all times

8. Requesting a Reasonable Adjustment

Learners may request adjustments:

- Verbally
- In writing
- Through the Student Support team

9. Decision-Making Process

Step 1: Learner explains needs.

Step 2: Relevant information is gathered where required.

Step 3: Trainer/assessor and support staff consult with the learner.

Step 4: JTI determines whether the adjustment is reasonable.

Step 5: An Individual Adjustment Plan is developed and communicated.

10. How Decisions Are Made

Adjustments must be:

- Effective for the learner
- Safe for all parties
- Practical and reasonable for JTI
- Consistent with training package and assessment conditions
- Fair to other learners

JTI considers:

- Impact on assessment outcomes
- Cost and resources
- Workplace or licensing requirements
- Whether the adjustment alters what is being assessed

Unjustifiable Hardship

If an adjustment would impose unjustifiable hardship due to cost, operational impact, safety risk or compromise to assessment integrity, JTI may decline the request. Learners will receive a clear explanation and alternative support options where possible.

11. Implementation and Monitoring

Once approved:

- Trainers and assessors implement the adjustment

- Details are recorded in the LMS/SMS
- Learner progress is monitored
- Adjustments are reviewed and updated if required

12. Appeals

Learners may appeal decisions through JTI's Complaints and Appeals Policy. Reviews are conducted by senior staff not involved in the original decision.

13. Roles and Responsibilities

CEO:

Ensures organisational compliance with legislation and ASQA standards.

Compliance Officer:

Maintains this policy and ensures alignment with regulatory requirements.

Trainers and Assessors:

Implement approved adjustments and uphold assessment integrity.

Student Support Officers:

Coordinate requests, documentation, communication and follow-up.

Students:

Provide accurate information and participate in consultation processes.

14. Recordkeeping and Privacy

All reasonable adjustment records are securely stored in accordance with:

- Privacy legislation



- JTI Records Management Policy