

REASONABLE ADJUSTMENT STRATEGIES

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities, or installing a particular type of software on a computer. The below table provides each trainer and assessor with strategies that may be engaged to assist a learner.

The following table summarises different issues and potential strategies for assessors in adjusting assessment for individuals with special needs.

Category	Possible issue	Strategy
Non-English Speaking Background (NESB)	Speaking Reading Writing Cultural background Confidence	Discuss with the candidate and supervisor whether language, literacy and numeracy are likely to impact on the assessment process Use methods that do not require a higher level of language or literacy than is required to perform the job role Use support person Use short sentences that do not contain large amounts of information Clarify information by rephrasing Confirm understanding, for example ask the candidate to rephrase questions Read any printed information to the candidate Use graphics, pictures and colour coding instead of, or to support, text Offer to write down, or have someone else write, oral responses given by the candidate Consult with experts to make sure that methods and materials are culturally sensitive, for example around gender issues Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs
Indigenous	Cultural background Speaking Reading Writing Numeracy Confidence	Allow enough time to learn about the community and how this may impact on the assessment process, for example whether the age and gender of the assessor is an issue Check that assessment strategies are inclusive and culturally sensitive, for example it may be more appropriate to demonstrate knowledge rather than talk about one's knowledge Identify any events and obligations that may affect the timing of the assessment, for example funerals Use methods that do not require a higher level of language or literacy than is required to perform the job role Encourage participants to use alternative ways of demonstrating competence, for example drawing instead of writing, using a video to record demonstration of skills Use support person or other support strategies Use short sentences that do not contain large amounts of information Clarify information by rephrasing Confirm understanding, for example ask the candidate to rephrase questions Read any printed information to the candidate Use graphics, pictures and colour coding instead of, or to support, text Offer to write down, or have someone else write, oral responses given by the candidate Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs

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Age	Educational background Age of the assessor Limited study skills and/or learning strategies	Read any printed information to the candidate Make sure font size is not too small Assessor should acknowledge age differential, for example referring to the candidate's greater experience Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs Have a number of shorter assessments rather than trying to fit multiple into one session
Gender	Gender of the assessor Timing of the assessments	Use an assessor of the appropriate gender Use appropriate assessment strategies, for example are there issues if a project requires men and women to work together? Check whether there are child care issues that impact on the timing of assessment
Educational background	Reading Writing Numeracy Limited study skills and/or learning strategies	Discuss with the candidate and supervisor whether language, literacy and numeracy are likely to impact on the assessment process Use methods that do not require a higher level of language or literacy than is required to perform the job role Read any printed information to the candidate Make sure font size is not too small Use graphics, pictures and colour coding instead of, or to support, text Offer to write down, or have someone else write, oral responses given by the candidate Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs Have a number of shorter assessments rather than trying to fit multiple into one session
Disability	Speaking Reading Writing Numeracy Limited study skills and/or learning strategies	Discuss with the candidate and supervisor whether the disability is likely to impact on the assessment process Use methods that do not require a higher level of language or literacy than is required to perform the job role. For example, pointing to something may meet enterprise requirements rather than talking about it Use support person and other support strategies as required Use short sentences that do not contain large amounts of information Clarify information by rephrasing Confirm understanding, for example ask the candidate to rephrase questions Read any printed information to the candidate Use graphics, pictures and colour coding instead of, or to support, text Offer to write down, or have someone else write, oral responses given by the candidate Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs Have a number of shorter assessments rather than trying to fit multiple into one session