

Blank Templates

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About the Templates

To complement the other resources in this Toolkit a range of downloadable and customisable templates are available to assist you with providing evidence of your practice, and demonstrating how you meet the requirements of the [Disability Standards for Education 2005 \(Cth\) \(DSE\)](#).

These templates can be adapted to meet your organisation's requirements. For each template, there are [pre-filled examples of practice](#) available which demonstrate how they can be completed.

The table below outlines each stage of the template process and which primary templates to use. In some cases, you may need to complete additional templates, listed under 'Additional templates'.

No.	Stage	Primary template	Additional templates
1	Initial engagement with student	Student support / Learning plan	1A.1. Documenting Support needs – Consultations, Monitoring and Review in a Student Support / Learning Plan
2	Student consultation	Student Support Questionnaire	
3	RTO consideration of supports	Student Consultation Meeting Record Exploring Reasonable Adjustments	Exploring Inherent Requirements / Reasonable adjustments RTO Analysis of Reasonable Adjustments
4	RTO and student continued consultation	Student Support Monitoring Record	As student needs change, revert back to Template 2 and recommence consultation process for updated requirements
5	Student Assessment	Documenting Reasonable Adjustments on Assessments	

Template 1: Student Support/Learning Plan

Date	
Student name	
Student ID	
RTO site	
Training product e.g., qualification/course	
Initial consultation occurred with whom?	
Brief summary of student's strengths	
Potential impact of disability or health condition on learning	
Learning support or reasonable adjustments being requested	
Personal emergency response plan required? <i>(To be completed by the WHS/ Designated Staff member with student)</i>	Yes / No <i>(please select)</i> Details:
Additional information	
Supporting evidence provided	
Next steps	

CONFIDENTIAL

- The following information is provided to selected staff with the student's permission.
- **Please forward this to staff who will instruct this student throughout their studies.**
- **Staff have a responsibility to consult with the student to negotiate and agree upon reasonable adjustments.**
- This information **must not be disclosed** to a third party without the student's consent.

POTENTIAL IMPACTS ON PARTICIPATION, LEARNING AND ASSESSMENT

- ☐ Reading
 - ☐ Writing
 - ☐ Organisational skills
 - ☐ Maths
 - ☐ Paying attention/staying on track
 - ☐ Moving/manipulating objects
 - ☐ Remembering/retention
 - ☐ Hearing
 - ☐ Vision
 - ☐ Sitting for long periods
 - ☐ Effects of medication
 - ☐ Moving around
 - ☐ Managing anxiety
 - ☐ Dealing with frustration
 - ☐ Communication
 - ☐ Computer/digital skills
 - ☐ Study skills
 - ☐ Other (provide details below):
-

POTENTIAL REASONABLE ADJUSTMENTS

Enrolment

- ☐ Provide pre-enrolment materials in a different format
 - ☐ Support or adjustments to complete language, literacy, numeracy and digital (LLND) skills assessment, auditions or entry requirements
 - ☐ Support or adjustments to participate
 - ☐ Study load (e.g. part-time or full-time)
 - ☐ Other (please specify):
-

Location/venue – classroom and equipment (if applicable)

- ☐ Furniture
 - ☐ Layout
 - ☐ Seating position
 - ☐ Scheduling and conducting classes on the ground floor
 - ☐ Accessibility technology/software/apps
 - ☐ Assistance dog/guide dog/seeing eye dog:
 - ☐ Copy of dog's accreditation papers received
 - ☐ Copy of handler's identity card received
 - ☐ Other (please specify):
-

In-class support needs

- ☐ Attendance arrangements
 - ☐ Auslan interpreter
 - ☐ Live captions
 - ☐ Captions and/or transcripts
 - ☐ Breaks: student may leave and re-enter the room periodically
 - ☐ Dietary: student may need to eat in class or take breaks to eat
 - ☐ External agency or NDIS support person (organised by student)
 - ☐ Tutor/mentor for apprentice/trainee (e.g. DAAWS)
 - ☐ Own support (e.g. personal carer)
 - ☐ Other (please specify):
-

Additional support

- ☐ Study skills training
 - ☐ Learning support
 - ☐ Other (please specify):
-

Learning resources

- ☐ Electronic in advance – presentations, resources and materials not available online
 - ☐ Paper copies – presentations, resources and materials not available online
 - ☐ Large print (font/size) – presentations, resources and materials not available online
 - ☐ Class recordings (with permission)
 - ☐ Photographing of whiteboard/demonstrations (with permission)
 - ☐ Video recordings of demonstrations (with permission)
 - ☐ Transcripts from online classes
 - ☐ Other (please specify e.g. coloured paper):
-

Assessments/exams/learning activities

- ☐ Additional time for assessment tasks (e.g. extensions for due dates)
 - ☐ Additional time for exam/timed assessable tasks/online quizzes
 - ☐ Alternative format
 - ☐ Separate location
 - ☐ Oral presentation (adjustment)
 - ☐ Oral answers to questions (if possible)
 - ☐ Reader
 - ☐ Scribe
 - ☐ Group work support
 - ☐ Vocational placement support
 - ☐ Practical activities adjusted (e.g. alternative equipment/methodology)
 - ☐ Other (please specify):
-

Template 2: Student Support Questionnaire

Our registered training organisation (RTO) is committed to assisting you, where it is reasonable, to successfully complete the qualification/course that you are enrolled in.

By advising your RTO trainer and assessor or qualification/course coordinator of your learning needs, you will help them to provide you with appropriate assistance.

Any information you provide will remain confidential.

Please indicate the nature of the support you think may be appropriate for you. If there is not enough space, please feel free to attach additional pages. Your RTO trainer and assessor or qualification/course coordinator will then arrange a time to meet with you and develop an appropriate Student Support/Learning Plan.

Student details
Student name:
Student ID:
Training product e.g. qualification/course:
Commencement date:
What type of support do you think would assist you to successfully complete your course?
What types of support and strategies have been helpful when you have studied before?
Is there anything else you would like us to know about you as a learner?
Student signature:
Date:

Template 3: Student Consultation Meeting Record

This record is to be completed by the registered training organisation (RTO) trainer and assessor or course coordinator and can record consultation meetings held with the student to negotiate reasonable adjustments and learning support. This Consultation Meeting Record must identify details of the discussion and any agreed upon reasonable adjustments and learning supports.

Student name	
Student ID	
Training product (e.g., qualification/ course)	
Date of meeting	
Attendees (name & title)	
Record of discussion	
Proposed learning supports and reasonable adjustments	
Review date	

RTO trainer and assessor or course coordinator declaration

I confirm the proposed learning supports and reasonable adjustments have been discussed with the student and actioned appropriately.

Name	Signature	Date

Template 4: Exploring Inherent Requirements/Reasonable Adjustments

This template can be used during the consultation phase to help identify and document conversations about potential barriers and possible reasonable adjustments in a unit of competency (UoC). It details suggestions/recommendations of reasonable adjustments and agreed upon reasonable adjustments to be included in the Student Support/Learning Plan to be implemented by the registered training organisation (RTO) trainer and assessor or qualification/course coordinator.

Student Name:
National unit code and title:
Summary of the intent of the unit:

Elements/performance criteria or assessment conditions where reasonable adjustments may be required	Training and assessment tasks/methods that may affect a student's ability to complete the requirements	Suggested reasonable adjustments	Does it affect the inherent requirements of the unit? Yes/No	Other comments and considerations

Comments

Template 5: RTO Analysis when considering Unjustifiable Hardship

This template can be used to document decision making when an RTO determines they will not be providing requested supports or reasonable adjustments.

An adjustment is considered reasonable if it achieves its aim of making sure a student with disability can take part in their education on the same basis as students without disability, and if it balances the interests of everyone affected.

There is no set formula for determining unreasonable adjustment. A registered training organisation (RTO) must consider all information available to them in making their decision.

Before an RTO claims unjustifiable hardship, the RTO should:

- Thoroughly consider how the adjustments might be made
- Discuss the issues directly with the student involved
- Consult relevant sources of advice

If an RTO claims unjustifiable hardship, they need to provide evidence to support their decision. This evidence alone will not be a defence to a claim of unjustifiable hardship. An explanation must also be given to the student as early as possible. This document can help outline the RTO decision and reasoning.

Suggested reasonable adjustment	Resources required to provide the reasonable adjustment	Benefit to the student's participation, in achieving the learning outcomes and independence	How has the RTO considered any potential concerns in implementing the adjustment	Alternative/ supplementary resources and options considered

Supporting evidence

Analysis

Unjustifiable Hardship

If your RTO is seeking to claim **unjustifiable hardship** it is recommended that due consideration be given to what each claim would be:

Nature of the benefit likely to accrue if the adjustment is implemented	Nature of the detriment if the adjustment is implemented	The impact of the student's disability/medical condition	Estimated expenditure required for the adjustment to be made by the RTO	Alternative/ supplementary resources and options considered

Determination

Student declaration

I have been informed about the decision not to provide a requested adjustment, and I understand that this does not alter my legal rights and obligations under the *Disability Discrimination Act 1992 (Cth)* or any other legislation.

Name	Signature	Date

RTO trainer and assessor or course coordinator declaration

I confirm the student has been informed of the decision not to provide a requested adjustment, and I understand that this does not alter my legal rights and obligations under the *Disability Discrimination Act 1992 (Cth)* or any other legislation.

Name	Signature	Date

If a student does not agree with a decision

Where a student does not agree with a decision that has been made by an RTO, they should be directed to either an internal complaints process within the RTO; or that the student may make a complaint to the Australian Human Rights Commission within 6 months of the decision being made.

Template 6: Student Support Monitoring Record

The Student Support/Learning Plan must be monitored by the trainer and assessor, qualification/course coordinator or other relevant registered training organisation (RTO) staff at regular intervals (determined at the consultation meeting) to ensure that the support provided is effective and that the agreed outcomes are being met.

Monitoring should include the relevant staff member/s meeting with the student to discuss progress and gauge the effectiveness of the Student Support/Learning Plan or any other monitoring measure/s as appropriate.

Student name	
Student ID	
Qualification/course	
Monitoring frequency (e.g. twice per term, weekly, monthly)	

Monitoring date	Describe progress including whether the desired outcome/s have been achieved or not	Staff name	Initials

***Note to RTO:** If the student's needs have significantly changed refer back to the *Student Support Questionnaire* to allow the student to consider all the required updates to their learning plan.

Template 7: Documenting Support Needs in a Student Support/Learning Plan (including Consultations, Monitoring and Review)

In the absence of a Student Support/Learning Plan this document can be used in initial and subsequent consultations to document the discussions around reasonable adjustments and when considering the development of Student Support/Learning Plan.

Student name	
Student ID	
Training product (e.g. qualification/course)	

Date	Note	Staff name	Initials

Template 8: Documenting Reasonable Adjustments on Assessments

Assessment task details (e.g., on the assessment cover sheet):

ASSESSMENT DETAILS

Assessment task title	
Unit code and title	
Qualification code and title	
Assessment method	
Assessment date	
Additional information (e.g. reassessment, reasonable adjustments being applied)	
Declaration	I confirm that the agreed reasonable adjustments were / were not (select one) applied.

STUDENT DETAILS

Student name	
Student ID	
Student signature	

Assessment instructions

For assessors

If a student has a request or a recommendation for a reasonable adjustment, consider whether the assessment task can be adapted to meet the individual needs without compromising the assessment outcome. Ensure it meets the core (inherent) requirements of the unit of competency. You will be required to consult with the student, documenting the rationale and your intended plan for the adjustments on the assessment tool, including details of how you plan to implement the assessment. Details of the implementation of the adjustment and its outcome should be recorded on the assessment tool following the assessment. Assessors should save all other reasonable adjustment documentation in the individual student file.

For students

If you have a disability and you believe it will impact your ability to participate in the assessment, please talk to your trainer/assessor to discuss your requirements as soon as practical. It may be possible to apply reasonable adjustments to ensure you can participate in the assessment on the same basis as other students.

Assessment outcomes

Assessment adjustments

- ☐ Yes (based on support plan)
☐ No

Reasonable adjustment applied <i>(If applicable)</i>	
Challenges in applying the reasonable adjustments; any supplementary evidence	

Assessment outcome

- ☐ Satisfactory
☐ Not satisfactory

Reassessment details <i>(If applicable)</i>	
Date of reassessment <i>(Attach supplementary evidence from the reassessment)</i>	

Reassessment outcome (if applicable)

- ☐ Satisfactory
☐ Not satisfactory

Feedback to student	
Student name	
Student signature <i>I have been advised of the outcome of this assessment</i>	
Assessor name	
Assessor signature	
Date	

Online Assessment Recording

Where the registered training organisation (RTO) uses the learning management system (LMS) to conduct and record assessment events and outcomes, create a section or commentary box within the assessment tool to reflect the same types of information as provided above.

***Note to RTO:** Please be reminded of the General Obligations for Education Providers outlined in the Reference Sheet.

Reference Sheet

General Obligations for Education Providers

The *Disability Discrimination Act 1992 (Cth)* and *Disability Standards for Education 2005 (Cth)* create the following obligations for Education Providers including Registered Training Organisations (RTOs).

RTOs and other Education Providers have the following obligations:¹

1. RTOs have an obligation not to directly or indirectly discriminate against a person with a disability.
2. To ensure, as far as possible that people with disability have the same rights and equality in the area of education and training. This includes:
 - a. Ensuring that a student with a disability is afforded the opportunity to seek admission or be enrolled in an RTOs course or program on the same basis as a student without a disability.
 - b. Ensuring that a student with a disability is able to access and participate in education, training courses and programs on the same basis as a student without a disability.
 - i. This includes a student with a disability being able to access and use services and facilities provided by the RTO.
 - c. Providing reasonable adjustments that accommodate the needs of the person with a disability.
 - i. This involves balancing the needs of the student with s disability with the needs of others in the education or training environment such as the needs of the teacher and other students.
 - d. Consult and continue to consult with the student with a disability and/or their nominated associated to understand how the student's disability will likely affect their ability to access, engage and participate in the course or program.
 - e. Identify what, if any, reasonable adjustments could be provided to assist the student with a disability to be better able to access, engage and participate in the course or program.
 - i. This includes consulting with the student or their nominated associate **before** any adjustment is made for the student
 - ii. This should make allowances for regular consultation and identification of the students' needs and reasonable adjustments to make allowances for the students' needs to change over time.
 - f. Provide reasonable adjustments within a reasonable timeframe once the reasonable adjustments have been identified.
 - g. Take reasonable steps to ensure that a student with a disability is able to participate and engage in all aspects of the course or program and is able to do so without discrimination.

¹ This is a general summary of the obligations of education providers to assist in their understanding of their obligations in relation to students with disability. The full obligations are included in *Disability Standards for Education 2005 (Cth)* paras 3.4-9.1

Exceptions

The obligations as described above do not apply if one of the following exceptions apply:²

1. Where an act of discrimination is authorised by a statutory authority pursuant to existing legislation

Example: An existing Act of legislation states that there is a particular standard of education required to be attained by all students studying that course in order to graduate or be awarded the particular qualification. However, the student with a disability would be unable to attain that standard even if all reasonable adjustments were put in place to support this student, then this may be lawful discrimination.

2. The act of discrimination is done for the purpose of protecting public health against infectious diseases or other conditions

Example: Directing a student with a disability that is immunocompromised, to learn from home while there are high levels of Covid-19 within the community and active cases within the RTO, while letting students without a disability to make their own decision.

3. Where compliance with the obligations would impose an Unjustifiable Hardship on the education provider.

Example: See unjustifiable hardship below.

Definitions and Examples

The following definitions and examples are provided to assist the RTO's understanding of the terminology used within the template:³

Direct Discrimination - occurs when a person treats, or proposes to treat a person with a disability less favourably than they would treat a person without the disability in similar circumstances.

Example: A student with a disability is actively discouraged from undertaking a course in a particular trade and the student is told that this course is unsuitable for a person with a disability.

Indirect Discrimination - occurs when a person or organisation requires or proposes to require a person with a disability to comply with a requirement or condition, that the person with a disability would not be able to comply with because of their disability, and this causes a disadvantage to the person with a disability.

Example: An RTO requires all students to hold a driver's license and have access to a car, but this has the effect of putting students with a disability at a particular disadvantage as it has the effect of excluding them on the basis that they 'cannot attend the course or program' despite the fact that the student may have alternative forms of transport.

On the same basis – that a student with a disability should be afforded comparable opportunities and choices in all aspects of a training and education setting when compared with a student in the same position as a student without a disability.

Example: An example of on the same basis is a student with a disability being admitted into a course of their choosing, with agreed reasonable adjustments such as access to Assistive Technology and extra time for assessments and in all other aspects, being

² This is a general summary of the exceptions to the obligations of education providers to assist in their understanding of the exceptions. The full exceptions are included in the *Disability Discrimination Act 1992 (Cth)* s4 and; *Disability Standards for Education 2005 (Cth)* paras 10.1-10.5.

³ This is a general summary of the definitions used in this template. The full definitions are included in *Disability Standards for Education 2005 (Cth)* para 1.4.

treated as a valued student in the course the same way that a student without a disability would be treated.

Adjustment - is a measure or action taken by an education provider that has the effect of assisting a student with a disability to apply for admission or enrolment, participate in the course or program, use the facilities or services on the same basis as a student without a disability. It includes an aid, a facility or service that the student requires because of his or her disability.

Example: Access to Assistive Technology, afforded extra time and rest breaks for assessments, access to a quiet room as required.

Reasonable adjustment – An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. This requires assessing whether a particular adjustment for a student is reasonable, by considering all relevant circumstances and interests.

Circumstances that should be considered include the student's disability, the views of the student or the student's associate, the effect of the adjustment on the student's ability to achieve the learning outcomes and ability to participate in courses or programs and independence. It may also include considering the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students, as well as the costs and benefits of making the adjustment.

Example: An RTO taking into account different learning styles when developing and teaching the course program, ensuring that no student is excluded, allowing access to assistive technology or additional support (**Note:** that due to the obligation to consult and take into consideration all relevant circumstances that this is likely to vary).

Unjustifiable hardship – Providing a particular adjustment may be an unjustifiable hardship if in all relevant circumstances the hardship imposed on an education provider as a result of the adjustment is unjustifiable. The circumstances that should be considered include the nature of the detriment likely to accrue or be suffered by any person concerned, the effect of the disability of any person concerned, financial circumstances of the education provider. It is important to note that some hardship is justifiable, however unjustifiable hardship requires a weighing of the relevant factors such as the nature or degree of the hardship to determine whether it is unjustifiable.⁴

Example: It may not be against the law to provide entry into a teaching room using only a set of stairs if the owner of the building can show that it would cause unjustifiable hardship to modify the building because the modification is beyond the financial means of the owner to do so.

⁴ *Hills Grammar School v Human Rights and Equal Opportunity Commission* (2000) FCR 306 at [48].

Disclaimer

The 'supporting students with disability resources' provide guidance on legislation and policy for Registered Training Organisations (RTOs) regarding vocational education and training for students with disability, but they should not be considered legal advice or impose additional legal obligations. RTOs should seek tailored legal advice to understand their specific obligations.

This resource is funded by the Australian Government Department of Employment and Workplace Relations through the Supporting Students with Disability in VET project.