

## **Reasonable adjustments and special consideration policy**

**Reasonable adjustment** – for these procedures, a reasonable adjustment is a change to an examination which may alter, within reason, the specific activities but retains the essential learning objectives for the course or program.

(1) For these procedures, an adjustment is reasonable if it balances the interests of all parties affected.

Judgements about what is reasonable for a particular student, or a group of students, may change over time.

(2) In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including the following:

- a) the student's circumstances;
- b) the views of the student;
- c) the effect of the adjustment on the student, including the effect on the student's:
  - i. ability to achieve learning outcomes; and
  - ii. ability to participate in courses or programs; and
  - iii. independence;
- d) the effect of the proposed adjustment on anyone else affected, including the University, staff and other students;
- e) the costs and benefits of making the adjustment.

A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities. Adjustments may not be required for a student in some circumstances.

(3) In assessing whether an adjustment to the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the University is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

## **1. Procedure Scope/Coverage**

These procedures apply to all students with a disability at the University of Queensland and include all scheduled exams including school-based exams, deferred exams and supplementary exams.

## **2. Procedure Statement**

As part of its commitment to achieving a participatory environment for students with disabilities, the University has developed a [Disability Action Plan](#) (DAP); which highlights priorities in relation to the elimination of disadvantage for people with disabilities. The guiding principles on which the development of the relevant policies and procedures are, and will continue to be based are detailed in the DAP.

A fundamental principle of the DAP and other relevant policies is a commitment by the University to be proactive in providing people with disabilities the opportunity to participate fully in University life and to realise their individual goals and potential by utilising a range of strategies including the provision of reasonable adjustments where necessary (such as academic adjustments and specialised support services) while being cognisant that in developing alternative academic arrangements, academic standards must be maintained.

The procedures outlined below further the goals of the Disability Action Plan and also interpret the University's policies and procedures on arrangements for 'reasonable adjustment'.

## **3. Administrative Procedures**

### **3.1 Determination of reasonable adjustment arrangements**

In determining these arrangements the following procedures will be observed:

1. The Guidelines for Academic Adjustments will be made widely available;
2. The Director, Student Services or nominee is responsible for the final determination of reasonable adjustment arrangements after consultation with relevant University staff, such as disability advisers, the Examinations Manager, course coordinators, and lecturers;
3. A determination of reasonable adjustment arrangements for an examination will be based on the following considerations:

- a) Students requesting reasonable adjustment arrangements will be referred to Disability Advisers at Student Services and advised to bring any necessary medical or specialist documentation. It would be advisable for students with pre-existing disabilities that are likely to necessitate reasonable adjustment arrangements in other aspects of their study, such as assignments, learning needs, field placements and other academic activities, to also develop a Student Access Plan (Disability).
- b) Students with a pre-existing disability should negotiate support needs with Disability Advisers early in the semester, in order to develop a Student Access Plan (Disability) and adjustments to examinations if required. Students with a short-term disability should consult with a Disability Adviser as soon as practicable after the onset of the disability.
- c) The Director, Student Services or nominee may request that students who do not register the need for reasonable adjustment arrangements for examinations in a timely fashion demonstrate that circumstances beyond their control prevented them from submitting an application earlier.

4. The Director, Student Services or nominee must notify the Manager, Examinations Section and the student concerned, of the reasonable adjustment arrangements determined for students with disabilities sitting examinations;

5. Once examination adjustments have been approved through Disability Services, students must also submit, prior to each examination period, a *Request for Alternative Examination Arrangements form* ([PDF](#)) or ([Word](#)) to Examinations Section at least 14 days before the commencement of the end of semester examination period or 14 days prior to mid-semester examinations to implement the alternative examination arrangements; later applications may not be considered and the student may be expected to undertake examinations with the main cohort of students and without the adjustments (temporary disabilities exempted).

### **3.2 Length of examinations**

3.2.1 With the addition of extra time and rest breaks the resultant length of an examination might extend beyond three hours. For a number of students with a disability, completing an extended examination in the one session may cause disadvantage relative to other students. Accordingly, students with a disability will not have an examination session of greater than four hours duration,

inclusive of working time, extra time and approved rest breaks, except where students expressly request in writing to undertake a longer time.

3.2.2 Where it is necessary to spread an examination over two sessions, there should be an interval of at least one hour in between. In the event that more than two examination sessions of maximum duration of four hours each are required for a single examination, an alternative form of assessment should be considered.

3.2.3 If students with a disability are sitting multiple examination sessions in a single day, the length of examination time (including working time, extra time and approved rest breaks) should not exceed six hours in any one day.