

CA PROGRAM

Candidate Accessibility and Inclusion Policy and Procedure

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Policy Statement

Chartered Accountants Australia and New Zealand (CA ANZ) is committed to providing an inclusive Chartered Accountants Program (CA Program) culture that celebrates diversity, provides equitable education opportunities and outcomes, and empowers all candidates to realise their individual potential, as detailed further in the CA Program's [Candidate Diversity, Equity, Inclusion and Fair Treatment Statement](#).

Reflective of this commitment, CA ANZ provides access and inclusion assistance support to candidates whose equity of access and participation in CA ANZ delivered education courses providing a pathway to the CA Designation is impacted due to their living with a disability, medical or health condition, or learning need, or caring for someone in these circumstances.

We support neurodiversity including people living with autism spectrum disorder, attention deficit/hyperactivity disorder, dyslexia, and dyspraxia. CA ANZ also recognises and provides accessibility and inclusion assistance support to candidates who are pregnant, undergoing IVF treatment, breastfeeding, elite athletes and performers, enlisted military personnel, defence reservists, cultural leaders or elders who are required to participate in formal cultural or religious observances, or have known significant or extenuating primary carer commitments.

Policy Purpose

The purpose of this document is to

- outline CA ANZ's principles guiding the provision of accessibility assistance support to candidates enrolled in the Graduate Diploma of Chartered Accounting (**GradDipCA**) academic component of the CA Program, CA Study Masterclass (**CASM**), and CA ANZ delivered associated pathway education courses, including the Accounting Technicians (**AT**) program;
- enable candidates with a disability, health, learning need, or other CA ANZ recognised accessibility needs to access and participate in CA ANZ's GradDipCA, CASM and other courses delivered by CA ANZ providing a pathway to the CA Designation;

- enrich the accessibility and inclusiveness of enrolment, learning and assessment practice for candidates from historically disadvantaged or underrepresented populations, and other groups protected in Equal Opportunity and anti-discrimination legislation; and
- ensure CA ANZ complies with the Disability Discrimination Act 1992 (Cth) (**the DDA**), the Human Rights and Equal Opportunity Commission Act 1986, the UN Convention of the Rights of Persons with Disabilities 2006 which Australia ratified in 2008, as well as the Disability Standards for Education 2005 (and the 2015 review).

Policy

1. Scope

When is this document relevant?

- 1.1 This document applies to CA ANZ's
- Graduate Diploma of Chartered Accounting (GradDipCA) higher education course qualification which forms the academic component of the CA Program;
 - all other higher education course qualifications awarded by CA ANZ;
 - CA Study Masterclass (CASM), and
 - other courses delivered by CA ANZ in associated educational pathway programs to the CA Designation, including the Accounting Technicians (AT) program,
- hereafter in the context of this document referred to collectively as CA ANZ's 'educational pathway courses'.
- 1.2 This document extends upon and does not replace or modify procedures or any other responsibilities which may arise under CA ANZ's constitutional documents namely, the CA ANZ Supplemental Royal Charter, By-Laws, Regulations and the NZICA Rules.
- 1.3 The provisions in this document do not replace or modify procedures or any other responsibilities which may arise under statute or any other law.

Who is covered by this policy?

- 1.4 This document applies to all individuals (hereafter referred to as 'candidates') enrolled in studies in CA ANZ's educational pathway courses listed at 1.1 above.
- Graduate Diploma of Chartered Accounting (**GradDipCA**) academic component of the CA Program;
 - any other higher education qualification awarded by CA ANZ;
 - CA Study Masterclass (**CASM**), and
 - other courses delivered by CA ANZ in associated educational pathway programs to the CA Designation, including the Accounting Technicians (**AT**) program.

2. Policy

Policy Principles

- 2.1 Through this policy CA ANZ aims to:
- Encourage all prospective and current candidates to participate in the educational decision-making process, including by disclosing a disability, health issue, learning need or other CA ANZ recognised accessibility needs that could affect their participation and access to education on the same basis as other candidates.

- (b) Raise the awareness of the broad CA ANZ community regarding the requirements and rights of people with disabilities, neurodiversity needs, and from historically disadvantaged or underrepresented populations.
- (c) Respect an individual's rights to privacy and confidentiality when providing support services to prospective and current candidates with disabilities ensuring candidate privacy is maintained in accordance with the CA ANZ Privacy Policy.
- (d) Provide appropriate information to all prospective and enrolled candidates about CA ANZ's
 - procedures for determining, documenting and acting on any reasonable adjustments that CA ANZ considers appropriate, in consultation with the candidate and in a timely manner;
 - reserving the right to decline the provision of adjustments in limited circumstances;
 - commitment to building and promoting a culture of social inclusion for candidates with disability which respects and values their diverse abilities, needs and circumstances as well as their contributions to the culture, and which actively opposes discrimination and harassment, whether it is overt or covert.

2.2 CA ANZ will:

- (a) endeavour to create an inclusive and safe learning environment that maximizes outcomes for candidates with disabilities, including health and learning support needs, and other CA ANZ recognised accessibility needs, addressing barriers to access and participation;
- (b) provide support services to candidates with disabilities, including health and learning support needs, and other CA ANZ recognised accessibility needs, which impact their ongoing participation in CA ANZ's educational pathway courses and provide reasonable adjustments to these candidates so that may participate in CA ANZ's educational pathway courses on the same basis as all other candidates;
- (c) consult collaboratively with candidates with disabilities, including health and learning support needs, and other CA ANZ recognised accessibility needs, to identify reasonable adjustments that may be required to facilitate their access to and participation in programs and courses on an equitable basis as all other candidates;
- (d) require prospective or current candidates with disabilities, health issues, learning needs, and other CA ANZ recognised accessibility needs, who believe that they will require any reasonable adjustments to
 - i. register to access CA ANZ specialised support services;
 - ii. disclose the nature of their impairment/medical condition or significant ongoing circumstances and provide appropriate supporting documentation about its impact on them in the context of the learning environment in a timely manner and to the appropriate staff. In some instances require a detailed independent expert assessment to be undertaken in order to determine the nature of adjustments that are appropriate for an individual candidate enrolled in specific programs/courses.

The purpose of disclosure is not to exclude candidates from opportunities but to enable access to a safe environment, with appropriate adjustments, minimising their exposure to risk and risk to others. Candidates have the right to disclose only to staff in CA ANZ Candidate Assistance Service (see paragraph 3.1 below) for the purpose of identifying and implementing appropriate education related adjustments without having to disclose a disability to all relevant teaching staff.
- (e) provide reasonable adjustments to candidates with disabilities consistent with the Disabilities Standards for Education 2005 consistent with paragraphs 2.4 to 2.6 below;
- (f) recognise disability impacts candidates in different ways and to different degrees. Applying a one-size-fits-all approach does not recognise the individual needs of each candidate. Candidate's with the same disability may need different adjustment provisions. It is therefore possible that candidates with the same disability can have different CA ANZ approved adjustment provisions.
- (g) provide reasonable adjustments to candidates with other CA ANZ recognised accessibility needs; and
- (h) identify and uphold the essential academic requirements of its programs and courses.

- 2.3 The policy provisions at 2.1 and 2.2 above extend upon and should be read having regard also to those set out in the CA Program's
- (a) Candidate Diversity, Equity, Inclusion and Fair Treatment Statement. This Statement affirms CA ANZ's commitment to providing a learning environment that is accessible to, and inclusive of, all prospective and enrolled candidates including those with disabilities, including health and learning support needs, and other CA ANZ recognised accessibility needs, impacting their access to and participation in CA ANZ's GradDipCA and other higher education courses as may be applicable on the same basis as other candidates;
 - (b) Candidate Admissions Policy and Procedure. The provisions in this policy ensure that prospective CA Program candidates with disabilities, including health and learning support needs, and other CA ANZ recognised accessibility needs, can seek admission to CA ANZ's GradDipCA and other higher education courses as may be applicable on the same basis as all other prospective candidates without experiencing discrimination; and
 - (c) Candidate Inherent Requirements Statement. This Statement supports prospective and current CA Program candidates to make informed decisions about the suitability of CA ANZ's GradDipCA and other higher education courses as may be applicable for them.

Making Reasonable Adjustments

- 2.4 Reasonable adjustments made by CA ANZ for candidates with disabilities, including health and learning support needs, and other CA ANZ recognised accessibility needs shall be made on an individual basis.
- In assessing a candidate's eligibility for a particular adjustment provision, CA ANZ will endeavour to take all known relevant circumstances into account, including the following:
- the nature of the candidate's disability or other assistance circumstances
 - the type of assessment and course requirements
 - the candidate's ability to participate in courses or program
 - the candidate's usual work methods and their ability to achieve learning outcomes
 - the views of the candidate and other people who support the educational needs of the candidate
 - information from consultation with the candidate involved
 - the effect of the adjustment on the candidate with a focus on enhanced independence
 - the effect of the proposed adjustment on anyone else affected including the CA ANZ, staff, other candidates and any other stakeholder
 - the costs and benefits of making the adjustment.
- 2.5 The impact of the candidate's disability, condition or other significant circumstances on how a candidate functions in an educational and/or assessment situation is the key consideration when determining adjustment provisions.
- 2.6 CA ANZ determines provisions by comparing a candidate's health or other relevant reports and functional evidence against the DDA and other key relevant CA ANZ and external regulations, standards, policies and guidelines.

Procedure

3. Procedure

CA ANZ's Candidate Assistance Service

3.1 CA ANZ's Candidate Assistance Service

- (a) provides guidance and support for candidate's enrolled in the GradDipCA course or CASM, and associated pathway education courses, with access and participation assistance requirements;
- (b) provides advice for CA ANZ professional and teaching staff supporting candidates with education access and participation assistance requirements to meet the requirements of the Disability Standards for Education 2005 and the DDA;
- (c) works with CA ANZ professional and teaching staff in meeting individual candidate educational access and participation requirements; and
- (d) maintains a 'CA ANZ approved candidate assistance adjustment precedents register', to enable the efficient provision of assistance adjustment as appropriate to the individual candidate's assistance adjustment needs.

3.2 Candidate Assistance services include, but are not limited to:

- (a) identifying learning and assessment arrangements
- (b) developing in collaboration with each candidate eligible for assistance an individual *Education Access and Assessment Provisions Plan (EAAP)*
- (c) facilitating the agreed accessibility assistance for the candidate, for example notetaking, assistive technology access
- (d) support and strategies to assist with managing impacts on study
- (e) working with CA ANZ academic and professional staff to meet individual candidate access requirements.

When to register for Candidate Assistance

- 3.3** Candidates in exercising their duty of disclosure are to advise CA ANZ staff in a timely manner of their needs in relation to their disability, including assessment related adjustments. If CA ANZ is not advised in a timely manner, then we may not be able to provide a candidate with specialised support at the time required. This is because the processes for CA ANZ assessing a candidate's adjustment eligibility, collaboratively working with the candidate to work out the necessary adjustments, and then arranging for the agreed adjustment to be put in place can take several weeks and on occasion several months, depending on the complexity of the candidate's individual needs.

How to register for Candidate Assistance

3.4 There are three steps to registering for Candidate Assistance:

1. Register for Assistance via your MyCA portal as indicated at step 2 or by contacting CA ANZ Member Services by phone, email or in person as outlined at <https://www.charteredaccountantsanz.com/contact-us>
2. Provide relevant documentation to evidence your requested assistance via your MyCA portal. Refer to Appendix A for details on required evidence
To do so
 - Log into MyCA from www.charteredaccountantsanz.com, Go to My Capability – Program

- Go to My Requests (no additional login required)
- Click on request type, 'Accessibility Assistance'
- Complete the brief on screen details and upload your documents to support your 'Accessibility Assistance' request.

Check for updates on your request by following the above to log into MyCA, then > Click MyCapability > Member Login > Click Program > Sign in with MyCA > "Requests" on top menu bar > Login to my requests > choose the relevant case number > click 'Related' tab.

3. Make an appointment to confidentially discuss your assistance requirements with a CA Program Candidate Assistance Support officer. To make an appointment send an email with the subject line "Request Accessibility Assistance Appointment: to *CandidateSupportProgram@charteredaccountantsanz.com*.

Adjustment assistance consultation and consideration process

- 3.5 CA ANZ's Candidate Assistance support officer will meet with the candidate to discuss their situation and how their disability, condition, or circumstance impacts, may impact or is impacted by the teaching and learning experience in the context of their enrolled course.

In the initial meeting, the consultant and candidate will confirm registration details and consider specific requirements and potential strategies to support the candidate's access to learning. These strategies and supports will be finalised by the development of an individual Education Access and Assessment Plan (EAAP).

In some cases, further guidance and documentation may be requested from external experts for evidence purposed and/or to inform adjustment to ensure recommendations are appropriate.

- 3.6 A candidate may register with CA ANZ's Candidate Assistance Service on a permanent basis (for the duration of their course) or on a temporary basis (for the duration of their disability, injury, condition, or other circumstances). Adjustments may be permanent or temporary in response to the specific needs of the candidate.
- 3.7 The EAAP includes support services that will be provided by either the Candidate Assistance Service and/or teaching team and will include requests for reasonable adjustments to support the candidate throughout their course or for the relevant period as required.
- 3.8 The Candidate Assistance support officer will prepare the EAAP in consultation with the candidate and other CA ANZ professional and academic staff as may be appropriate.
- 3.9 The EAAP will provide an outline of the candidate's identified support needs, including requested adjustment provisions, and CA ANZ's agreed reasonable adjustments ensuring alignment with the inherent requirements of the course and essential academic requirements of the course(s). Information on these supports and when they may be used will normally be included as part of the access plan development, as will information for candidates.
- 3.10 The Candidate Assistance support officer, prior to confirming the assessment adjustment as part of the candidate's EAAP, is responsible for ensuring any intended assessment adjustment provisions that have not been drawn from the 'CA ANZ approved candidate assistance adjustment precedents register', are approved by the General Manager, CA Program (or their authorised academic delegate).
- 3.11 The General Manager, CA Program (or authorised academic delegate) is responsible for ensuring that
 - (a) all approved adjustments are consistent with the assessment and grading and academic integrity policy provisions of the applicable course; and

(b) the approved learning and assessment provisions outlined in the candidate's individual EAAP are implemented.

3.12 Where required the Candidate Assistance support officer will, with the candidate's consent, issue a communication to the Senior Subject Lead (and other academic staff where agreed and required) via the Candidate Assistance Service email, outlining:

- (a) the impacts of the candidate's disability or health condition in the learning environment
- (b) the requests to implement the learning and assessment access requirements during the candidate's enrolled subject session (for example assessment extensions and alternative assessments)
- (c) further requests the candidate may need to make; and
- (d) any support services also being facilitated by the Candidate Assistance Service.

Change of circumstance

3.13 Candidates registered for assistance are not required to complete special consideration applications for requests that are directly related to the agreed assistance provision set out in their EAAP.

3.14 Candidates registered for assistance who during their currently enrolled CA Program GradDipCA course experience exceptional circumstances which are not covered in their EAAP and negatively impact their academic performance and should lodge a Special Consideration Application in accordance with the timeframe, procedural and evidence requirements set out in CA Programs' Candidate Assessment and Grading Policy and Procedures available at <https://www.charteredaccountantsanz.com/become-a-member/ca-program-policies>.

In all other cases candidates registered for assistance who experience exceptional circumstances during their enrolled studies which are not covered in their EAAP should email the Candidate Assistance Service to request further assistance.

Complaints, grievances and appeals

3.15 With the aim of resolving issues early, and providing appropriate support, candidates should raise any concerns with their EAAP with the Candidate Assistance Service as soon as possible. Where issues are not resolved or cannot be addressed, candidates can lodge a complaint as follows:

- (a) If the complaint relates to studies in the GradDipCA academic course component of the CA Program – candidates must follow the processes for non-academic complaints, grievances and appeals set out in the CA Program's *Candidate Complaints, Grievances and Appeals Policy and Procedure* available at <https://www.charteredaccountantsanz.com/become-a-member/ca-program-policies>
- (b) If the complaint relates to studies in CASM or other non-CA Program educational pathway to the CA designation – candidates must follow CA ANZ member complaints process available at <https://www.charteredaccountantsanz.com/about-us/complaints> .

Privacy and health information

3.16 To comply with the Privacy Policy, communications between the Candidate Assistance Service and academic staff about a candidate's access requirements need written consent from the candidate. This comes with the understanding that, if candidates do not make a request for assistance and provide their consent by registering for this assistance and agreeing to their course *Enrolment Terms and Conditions* when enrolling in their subjects, CA ANZ is unable to provide reasonable adjustments.

Guidance and support for staff

3.17 As a first point of contact, academic staff may refer candidates to the Candidate Assistance Service.

- 3.18 Staff should consider accessibility needs and requirements when designing learning and teaching materials and activities. Staff may follow the CA ANZ MX Lab accessible content practices, which works towards WCAG compliance and seek support from other relevant stakeholders (for example, CA ANZ's Senior Manager, Diversity, Equity & Inclusion).
- 3.19 Staff seeking external organisations providing information, advice and resources to disability practitioners, academics, teachers and candidates on inclusive practices in the higher education sector may wish to refer to:
- In Australia, the 'Australian Disability Clearinghouse on Education and Training' (ADCET) at www.adcet.edu.au/
 - In New Zealand, the 'Achieve' national network established to ensure equal opportunity and access to post secondary education and training for people with impairments at www.achieve.org.nz/ and FIRSTPORT, the Home of disability information and advice in Aotearoa New Zealand <https://firstport.co.nz/education>.

Confidentiality

- 3.20 All documentation relating to candidate academic misconduct incidents (alleged and confirmed) considered under this document is kept confidential, subject to the following exceptions, and can only be accessed by specified officers and staff of CA ANZ. The investigation and its outcome will not be recorded on any public document or on a candidate's academic transcript and information about the investigation and its outcome will only be disclosed to persons who have a role in considering, investigating and managing a candidate's incidents (alleged and confirmed) being considered under the policy and procedures herein, or as otherwise required by law or in accordance with By-Law 40(12.3) following a decision of the CA ANZ Disciplinary Tribunal or Appeals Tribunal. To protect confidentiality, the Head of Education Risk and Compliance (or authorised delegate, this being the AIO) control access to the Academic Integrity Register.

Privacy

- 3.21 Information in connection with this matter will be managed in accordance with CA ANZ's [Privacy Policy](#) (**Privacy Policy**) and Confidentiality obligations in the Privacy Policy. Please bear in mind that as CA ANZ suspects that misconduct of a serious nature may have occurred in relation to the alleged incident, we may disclose your personal information in accordance with the Privacy Policy to members of the CA Program's Academic Misconduct Committee, CA ANZ's Professional Conduct Committee and other officers and agents of CA ANZ as is necessary to facilitate these processes, and if applicable external enforcement or other public authority.

4. Responsible Officer

Group Executives or their authorised delegates are responsible for ensuring that Senior Leadership and Management staff in their Division are aware of this document and their responsibilities set out herein.

The Document Owner(s) or their authorised delegate(s) are responsible for the effective approval, implementation, maintenance and appropriate communication of this document, including arranging the documents posting to the document register and repository.

Senior Leadership/Management or their authorised delegate(s) are responsible for ensuring that employees in their remit are aware of this document and their responsibilities defined herein. Senior Leadership/Management also have the responsibility for:

- determining the extent and type of documentation necessary to effectively manage and control practices, processes and activities in their area of authority; and
- ensuring the responsibilities, authorities and accountabilities of their position are satisfied.

CA ANZ staff, contractors, associates and candidates are responsible for being aware of and complying with this document.

5. Definitions

For the purposes of this document the following definitions apply.

Access means obtain or use.

Access and Inclusion Requirements means conditions not necessarily provided within CA ANZ's standard learning environment that a candidate needs to fairly access, and be fully incorporated into, the CA ANZ learning environment. The nature of these requirements depends on the individual candidate's disability, learning need or health issue, and circumstances.

Assessment means a process undertaken to determine whether a candidate has achieved the subject learning outcomes and may include a range of written and oral methods and practice or demonstration which is scheduled and conducted under time-limited conditions. Along with learning activities, assessment tasks contribute to volume of learning.

CA ANZ academic staff are defined as persons appointed by CA ANZ on a full-time, part-time, casual salaried or contracted basis to undertake an academic leadership, teaching, assessment, advising, supervision and/or research function for a current or planned CA ANZ higher education course.

CA ANZ award course means a CA ANZ course accredited by TEQSA that leads to CA ANZ awarded higher education qualification.

Candidate means a prospective or current CA ANZ program applicant, a CA ANZ registered current candidate, or a recent graduate of the academic component of CA ANZ's CA Program.

Disability is as defined under the Under the Disability Discrimination Act 1992 (**DDA**). It includes but is not limited to:

- learning or neurological conditions e.g. dyslexia, ADHD/ADD, autism spectrum disorder
- ongoing medical conditions or illness, e.g. chronic fatigue syndrome, acquired brain injury
- mental health conditions, e.g. anxiety and depression
- vision, hearing and physical impairments

Equitable in this context means all candidates can participate in learning environments on the same basis. For example, candidates with a hearing impairment are provided with captions on videos.

Elite athlete / performer means an athlete or performer who has who represented their State or Country at the highest level of performance or in a particular sport at a statewide, national or international level competition or event and the selection to the relevant team / performance group is competitive.

Functional evidence can include results of the candidate's performance on approved reading and written tests, work samples that include extended responses and teacher comments on adjustments that have been trialed in prior tertiary or secondary school or other learning settings.

Inherent Requirements means the skills and knowledge in a program of study that must be completed by candidates because they are essential to the program. Candidates can be provided with reasonable adjustments, but inherent requirements must be maintained.

Inclusive in this context means creating a learning environment that accepts each individual candidate's differences, embraces their strengths and provides opportunities for them to achieve their full potential.

Individual Education Access and Assessment Provisions Plan (EAAP) is a formal document prepared by CA ANZ to:

- record its decisions on the reasonable adjustments that are appropriate to meet an individual candidate's access and inclusion requirements, and
- constitute an agreement with the candidate that it will provide these adjustments.

Learning Outcomes means the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Member means a member of CA ANZ as defined in CA ANZ's constitutional documents, namely the CA ANZ Supplemental Royal Charter, By-Laws, Regulations and the NZICA Rules.

on the same basis in this context means opportunities and choices comparable to those offered to candidates without disabilities. For example, if there was a candidate in a wheelchair in the class, when attending an onsite workshop, the organising CA ANZ staff member would check that the site was wheelchair accessible.

Organisation ('the organisation') means *Chartered Accountants Australia and New Zealand (CA ANZ) ABN 50 084 642 571* having its registered office at 33 Erskine St Sydney NSW 2000.

Other CA ANZ recognised accessibility needs are participate and access needs of candidates who are pregnant, undergoing IVF treatment, breastfeeding, elite athletes and performers, enlisted military personnel, defence reservists, cultural leaders or elders who are required to participate in formal cultural or religious observances, or have known significant or extenuating primary carer commitments.

Reasonable adjustments refer to a "measure or action taken to assist a student with disability to participate in education and training on the same basis as other students"¹. They typically are modifications made to the learning environment, learning resources, teaching delivery, assessment methods, or facilities to remove barriers and enable candidates with a disability to access and participate in education on the same basis as those without a disability. Reasonable adjustments are designed to facilitate candidates meeting the inherent requirements of their course of study. An adjustment is considered "reasonable" if it balances the interests of all parties affected including not causing unjustifiable hardship to the educational institution, where unjustifiable hardship is based on an assessment of what is fair and reasonable in the circumstances.

Reasonable adjustments may include but are not limited to:

- Assistance from others
- Modification to assessment deadlines or timeframes
- Use of alternative assessments
- Use of assistive resources and/or technologies
- Use of adapted course materials

Reasonable adjustment is distinct from "Special Consideration".

Special Consideration means a process intended to ensure equitable academic outcomes for candidates whose performance in their enrolled subject has been significantly affected by documented unexpected significant circumstances beyond their control, such as illness, misadventure or other circumstances that arose after they had commenced their studies in their enrolled subject. For further information and the full definition refer to the CA Program's *Candidate Assessment and Grading Policy and Procedure* or *Candidate Course Refund Appeals and Review Policy and Procedure*, as applicable available on the [CA Program Policy webpage](#).

6. Records

Records in association with this document will be kept in accordance with CA ANZ's *Records Management Procedure* and *Privacy, Data Management and Retention Policy*.

7. Related Documents

CA ANZ Supplemental Royal Charter, By-Laws, and Regulations (and the NZICA Act 1996 and the NZICA Rules if they apply to the candidate), Privacy, Data Management and Retention-Policy, Document Control Procedure, Records Management Procedure, Privacy Policy, and the CA Program's Candidate Code of Conduct, and

¹ *Disability Standards for Education 2005*

Candidate Complaints Grievance and Appeals Policy and Procedure.

These documents can be accessed from the following website locations:

- CA ANZ CA Program Policy webpage - www.charteredaccountantsanz.com/become-a-member/ca-program-policies
- CA ANZ website. Go to Member Services - www.charteredaccountantsanz.com/member-services/member-obligations
- CA ANZ Nova intranet for staff - caanz.unily.com → [Workspaces](#) → [Policies](#) (staff login required)

8. Related legislation and standards

Tertiary Education Quality and Standards (TEQSA) Act (C'th), Higher Education Standards Framework (Threshold Standards); Australian Qualifications Framework, TEQSA Guidance Notes for Providers, Higher Education Support Act 2003 (HESA) and associated guidelines including the Higher Education Provider Guidelines 2012 and Higher Education Support (Administration) Guidelines 2022, Global Accounting Alliance (GAA) mutual recognition framework; International Federation of Accountants (IFAC) International Accounting Education Standards, Tax Practitioners Board (Board) standards for course providers, and Disability Discrimination Act 1992 (Cth) [DDA] and Privacy Act 1988 (Cth), the Human Rights and Equal Opportunity Commission Act 1986, the UN Convention of the Rights of Persons with Disabilities 2006, and Disability Standards for Education 2005 (and the 2015 review).

Version history

Approved Date	Effective Date	Change History	Version	Next Review Date
27 August 2012	1 November 2012	Authorised by the Director, CA ANZ	1.0	August 2015
1 March 2015	3 March 2015	Template update. No content change	2.0	March 2018
23 October 2023	31 October 2023	Reviewed and updated to maintain business currency in Endorsed by Teaching and Learning Panel 29 September 2023 and endorse by Education Board 10 October 2023	3.0	October 2028

Appendix A

Required evidence and examples of acceptable supporting documents

Circumstance for which Candidate Assistance may be requested	Required evidence and examples of acceptable supporting documents
<p>Disability including (but not limited to)</p> <p>Acquired Brain Injury (ABI)</p> <p>Attention deficit/ hyperactivity disorder (ADD/ADHD)</p> <p>Autism spectrum disorder</p> <p>Blind and Visual impaired</p> <p>Claustrophobia</p> <p>Deaf and Hard of Hearing</p> <p>Health Conductions</p> <p>Intellectual Disability</p> <p>Long COVID</p> <p>Mental Health</p> <p>Physical Disability</p> <p>Specific Learning Disability</p>	<p>Required evidence</p> <ul style="list-style-type: none"> • Evidence from diagnosed disability Certified information from a medical, vision, hearing or other qualified health professional relevant to the condition(s). This must include the health professional's comments regarding the adjustments required and level of impact on study and in an assessment/exam situation. <p>Note: It is recommended the <u>Candidate Assistance Health Practitioner Assessment form</u> be downloaded and provided to a professional practitioner for completion in meeting the supporting document requirements.</p> <p>AND</p> <p>Desirable evidence</p> <ul style="list-style-type: none"> • Functional evidence Specific measurable data that demonstrates the level of impact in an assessment/exam situation. For example, reading results, writing samples. The evidence must be relevant to the provisions requested.
<p>Unpaid primary carer commitments for an individual with a disability, mental illness or other chronic condition</p>	<p>Required Evidence</p> <ul style="list-style-type: none"> • A Government issued primary carers card or statement. In Australia this will documentation provided by Centrelink and/or the NDIS; <p>AND</p> <ul style="list-style-type: none"> • Certified information from a qualified medical or other qualified health professional relevant to the condition(s). This must include the health professional's comments regarding the adjustments required and level of impact on study and in an assessment/exam situation. <p>Note: It is recommended the <u>Candidate Assistance Health Practitioner Assessment form</u> be downloaded and provided to a professional practitioner for completion in meeting the supporting document requirements.</p>
<p>Pregnancy</p> <p>Breast feeding</p> <p>IVF treatment</p>	<p>Required Evidence</p> <ul style="list-style-type: none"> • Certified information from a medical or other qualified health professional relevant to the condition(s). This must include the health professional's comments regarding the adjustments required and level of impact on study and in an assessment/exam situation. <p>Note: It is recommended the <u>Candidate Assistance Health Practitioner Assessment form</u> be downloaded and provided to a professional practitioner for completion in meeting the supporting document requirements.</p>

Circumstance for which Candidate Assistance may be requested	Required evidence and examples of acceptable supporting documents
Elite athletes	<p>Required Evidence</p> <ul style="list-style-type: none"> Evidence of Elite Athletes Status (see Definition section) <p>AND</p> <ul style="list-style-type: none"> Statement from State or National sporting club or sport governing body that indicates how the obligation may/will disrupt your studies and/or availability for assessment tasks. <p>It should indicate known dates that you be required for the sporting event/competition making clear that your attendance is essential. Supporting documents should also be supplied, (e.g., travel itinerary) if applicable.</p> <p>Examples of obligations where adjustment will not be provided:</p> <ul style="list-style-type: none"> Non-essential elite athlete training or events Non-elite athlete sporting obligations
Elite performers	<p>Required Evidence</p> <ul style="list-style-type: none"> Evidence of Elite Performer Status (see definition) <p>AND</p> <ul style="list-style-type: none"> Statement from State or National performance group that indicates how the obligation may/will disrupt your studies and/or availability for assessment tasks. <p>It should include known dates that you are required to be performing where your attendance is essential. Supporting documents should also be supplied, (e.g., travel itinerary) if applicable.</p> <p>Examples of obligations where adjustment will not be provided:</p> <ul style="list-style-type: none"> Non-essential performance practice or rehearsal activities Non-elite performance events or obligations
Enlisted military personnel Defence reservists	<p>Required Evidence</p> <ul style="list-style-type: none"> Statement from military, justice or other government or statutory authority that indicates how the obligation may/will disrupt your studies and/or availability for assessment tasks. <p>It should indicate known dates that you be required for military/defence services making clear that your attendance is essential. Supporting documents should also be supplied, (e.g., travel itinerary) if applicable.</p> <p>Examples of obligations where adjustment will not be provided:</p> <ul style="list-style-type: none"> Non-essential military or emergency service obligations.
Cultural leader or Elder required to participate in formal cultural or religious observances	<ul style="list-style-type: none"> A personal letter of support from a cultural leader or elder outlining their relationship with you and including the dates of the commitment and the extent of the commitment that indicates how the obligation may/will disrupt your studies and/or availability for assessment tasks. <p>Examples of obligations: where adjustment will not be provided:</p> <ul style="list-style-type: none"> weddings, bar mitzvahs, christenings, family events, festivals, holidays; Ramadan: Fasting and prayer during Ramadan – breaking fast can be accommodated and prayer can be commuted to a later time for high stakes assessments, e.g., exams.