

Student Disability Support Procedures

1. Governing policy

The *Student Disability Support Procedures* (“procedures”) relate to the *Disability Policy*. They describe how the policy is enacted and the different aspects of disability and/or impairment support for students at the Institution.

2. Scope

These procedures apply to all students who require disability and/or impairment support.

3. Procedures

3.1 Identifying new students

3.1.1 At application stage or the beginning of the study period, the student identifies as having a disability and/or impairment as defined in the *Disability Policy*. Identification can be made through the following means:

- self-referral;
- recruitment referral;
- enrolment form;
- UAC disabilities listing.

3.1.2 For students who have disclosed a disability and/or impairment as per paragraph 3.1.1, the Student Success Centre Manager is notified as follows:

- self-referral – student to email or visit the Student Success Centre Manager.
- recruitment referral – recruitment department to notify the Student Success Centre Manager.
- enrolment form – if the option to disclose a disability and/or impairment is chosen, and an Individual Academic Access Plan is completed, the Student Success Centre Manager is notified.
- UAC disabilities listing – UAC notifies the Student Success Centre

Manager.

3.1.3 Within five business days of notification, the Student Success Centre Manager contacts the student for an initial consultation to discuss the Individual Academic Access Plan and verify supporting documentation that supports the requested reasonable adjustments.

3.1.4 The Individual Academic Access Plan is an agreement, which identifies the student's academic provisions for reasonable adjustments and appropriate teaching strategies for their academic studies. These include:

- reduced study load
- specific timetabling requirements
- alternative seating requirements (face to face classes)
- copy (hard or soft) of any written notes, written material, PowerPoint slides (including advance copies)
- extra time to complete assessments (i.e. extension requests)
- extra time to complete timed assessments
- room on their own to sit a timed assessment (face to face classes)

3.1.5 Any reasonable adjustment requested must be supported with the exact provision stated in the supporting documentation and it must comply with the evidence requirements as follows:

- health practitioners report or letter;
- disability assessment report;
- New South Wales Education Standards Authority (NESA) disability provisions application form; or
- NESA provisions approval letter.

3.1.6 Students must formally accept and agree to the terms outlined in the Individual Academic Access Plan.

3.1.7 The DVC (Learning and Teaching) is responsible for approving the Individual Academic Access Plans.

3.1.8 The Student Success Centre Manager stores all Individual Academic Access Plans and supporting documentation within the Student Success Centre's secured electronic library and enters it in the Student Management System.

3.1.9 The Institution is unable to provide any reasonable adjustments where a student opts not to disclose and/or provide supporting documentation for a disability and/or impairment with the Student Success Centre Manager.

3.1.10 Upon a student's acceptance and approval of an Individual Academic Access Plan, the Student Success Centre Manager notifies the Program Manager and Dean/Associate Dean via email accordingly.

3.1.11 The Student Success Centre Manager notifies lecturers, via email, of their students with disabilities, any reasonable adjustments and appropriate teaching strategies at the beginning of every study period.

3.2 During the study period

3.2.1 The Student Success Centre Manager initiates ongoing, regular appointments throughout the term, as required, including consultations with other specialist advisors in the Student Success Centre for academic skills needs, English as a Second Language (ESL), Numeracy, Wellness support and *At Risk* Interventions.

3.2.2 Support for reasonable adjustments for invigilated timed assessment provisions (either online or face to face) is available in the following areas:

- scribes and readers (sourced externally or internally of the Institution);
- extra time (maximum 15 minutes per hour);
- small group supervision;
- room on their own.

3.3 Industry Placement

3.3.1 Prior to enrolment in a Work Integrated Learning (WIL) subject, a student provides self-disclosure of any health or related matters (including a disability and/or impairment) which might reasonably affect the type of Placement undertaken, due to the inherent duties involved. This self-disclosure is made during the WIL Student Preparation Program undertaken in the study period, prior to enrolment in the WIL subject.

3.3.2 In assessing whether a health or related matter (including a disability and/or impairment) might reasonably affect Placement, and therefore raise a self-disclosure, students should consult prior with the Student Success Centre

Manager.

3.3.3 Should a self-disclosure be made, any reasonable adjustments are to be made equitably without compromising the integrity of the learning outcomes and subject requirements.

3.3.4 It is the student's responsibility and decision to disclose their provisions and disability and/or impairment to the employer.

3.4 Final invigilated timed assessments (examinations)

3.4.1 The final examination timetable is individualised to each student's provisions, as stated in paragraph 3.2.2. The Student Success Centre Manager provides the individualised timetable to the student within five business days of the release of the timetable.

3.4.2 The Student Success Centre Manager notifies lecturers via email of the following:

- their students with disabilities;
- the student's examination timetable for a given subject;
- the student's provisions; and
- where to collect the completed examination scripts or where to access them in them in the Learning Management System.

3.4.3 The Student Success Centre Manager notifies the faculty for inclusion in the Examination Invigilation Records.

3.4.4 The Student Success Centre Manager notifies the Dean/Associate Dean by email for reference.

4. Roles and responsibilities

4.1 The **Student Success Centre Manager** is responsible for supporting and monitoring students with disabilities for the duration of their time at the Institution.

4.2 The **Academic Advisors** are responsible for additional specialised support for students with disabilities.

4.3 The **DVC (Learning and Teaching)** is responsible for approving the

students with disabilities' Individual Academic Access Plans.

5. Compliance and monitoring

5.1 The Institution's disability and/or impairment support provision complies with HESF Standard 2.3 and all other Commonwealth and NSW legislative requirements as outlined in the "Relevant legislation" section. Student disability and/or impairment support provision is monitored by the Learning and Teaching Committee.

6. Reporting

6.1 The Vice President (Student Life) is responsible for regularly documenting all relevant information related to the students with disabilities and for regular reporting to the Learning and Teaching Committee.

7. Records management

7.1 The Student Success Centre Manager receives, records and stores all documents tendered by a student with a disability and/or impairment.

7.2 All documents are handled in accordance with the *Privacy Policy*.

7.3 All documents are stored within the Student Success Centre's secured electronic library and the Student Management System.

8. Related documents

Disability Policy

Diversity, Equity and Inclusion Policy

Privacy Policy

Student Wellness Procedures

Student Wellness Policy

Approved by Executive Management Group on 31 August 2022