

# Student Disability Procedure

## Purpose

1. This Procedure gives effect to the Student Disability Policy and outlines the processes by which GHE supports the effective participation of students with disabilities and medical conditions in its courses.

## Scope

2. This Procedure applies to all prospective and current students of GHE and staff with responsibilities under this Procedure.
3. GHE acknowledges that medical conditions, including mental illness, may result in a temporary incapacity of a student and that students in these circumstances may also require support under the provisions of this Procedure.

## Definitions

4. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

## Suite documents

5. This Procedure is linked to the Student Disability Policy.

## Procedure

### Course and support information

6. In addition to publishing minimum entry requirements for courses GHE will ensure that both current and prospective students are provided with the following information prior to admission and during their enrolment at GHE:
  - a) statements concerning any inherent<sup>1</sup> requirements of courses;
  - b) the avenues for support at GHE for students with a disability or medical condition;
  - c) examples of the types of reasonable adjustments that can be made to support a student's participation and success.

### Applications

7. Applications for entry to GHE courses may be completed by prospective students or with the assistance of the Registrar's Office.
8. The GHE application form includes a section relating to disclosure of disabilities or medical conditions, with an option for a student to request reasonable adjustments to the learning environment. The student must consent through the application form to appropriate disclosure of information for the purposes of seeking reasonable adjustments.
9. Applicants requesting reasonable adjustments may be required to submit supporting evidence authorised by a medical practitioner or other relevant professional that is assessed as current.

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<sup>1</sup> Inherent requirement statements give students further information about the non-academic essential requirements of courses (such as the ability to use computing skills is fundamental to accounting studies) to assist students in determining whether they have the required characteristics in order to successfully complete a course and/or qualify for professional registration where relevant.

10. Applications that meet the minimum entry requirements for the relevant course and that include requests for reasonable adjustments are sent to the Student Support Officer.
11. In order to determine whether adjustments are necessary and achievable for individual students the Student Support Officer will consult with:
  - a) external disability support agencies for specialist advice if required;
  - b) the relevant Course Coordinator for detailed information about the course and its requirements.
12. Where the Course Coordinator, in consultation with the Student Support Officer, believes it is not possible to make a reasonable adjustment, the matter is referred to the Academic Director by the Registrar.
13. The Academic Director must make a decision based on the *Disability Standards for Education 2005* and in consideration of the definition of 'unjustifiable hardship' and other exemptions defined under the *Disability Discrimination Act 1992*.
14. The Academic Director informs the Registrar of any decision to not admit a student because of unjustifiable hardship or inability to meet course learning outcomes.
15. The Student Support Officer is advised whether or not the student may be enrolled.
16. The Registrar notifies the student of the outcome of their application.

### **Study Access Plans (SAPs)**

17. SAPs are developed for new students, or for currently enrolled students who develop a condition during their studies, for which reasonable adjustments may be required.
18. Where the Course Coordinator and Student Support Officer agree that reasonable adjustments can be made, the Student Support Officer liaises with the student to draft an SAP which is then forwarded to the Course Coordinator for additional input.
19. Students with fluctuating or permanent conditions are provided with SAPs for the duration of their course. These SAPs are reviewed every 12 months. Students with temporary conditions are provided with a temporary SAP that has an end date or a review date as appropriate.
20. The SAP is signed by the student and the Course Coordinator and then kept in a confidential location with a copy to the Student Support Officer. The Student Support Officer is responsible for ensuring that appropriate staff are alerted to the existence of an SAP for a student should adjustments to timetables, examinations or other aspects of the learning environment be required.

### *Elements of an SAP*

21. An SAP may include, but is not limited to, the items listed below:
  - a) providing additional lighting;
  - b) providing an adjustable workstation or special seating;
  - c) modifying equipment or providing special adaptive technologies such as voice-activated computer software, special keyboard, large screen monitor or associated aids;
  - d) providing special assistance such as an interpreter for hearing impaired candidates and provision of paper-based materials in advance of face-to-face sessions;
  - e) adapting teaching and delivery methods, without impacting on the delivery of the essential skills, knowledge and understanding required to meet the student outcomes;
  - f) adapting the assessment methodologies, without impacting on the validity of the attainment of the relevant student outcomes. For example: allowance of extra time, varying question and response modalities (such as use of oral questioning rather than written, and audiotaped or videotaped answers instead of written answers).

## **Implementation and expenditure**

22. An allocation for reasonable adjustments is made through GHE's annual budgeting process.
23. Student Support is responsible for the overall coordination of the implementation of reasonable adjustments for students in consultation with key areas such as the Library, Course Coordinators and the Operations Director.
24. Expenditure on reasonable adjustments is reported through annual accounts and reviewed by the Board of Directors.

## **Complaints and appeals**

25. A student who has any concerns about the support provided to them for their disability or medical condition should in the first instance discuss their concerns with the Student Support Officer.
26. If a student is dissatisfied with the outcome of informal discussions, they should follow the procedures outlined in the **Student Complaints, Grievances and Appeals Policy**.

## **Recording and reporting**

27. The Student Support Officer will record summary data in relation to requests from and services provided for students with disabilities.
28. The Operations Director is responsible for submitting an annual report to the Board of Directors analysing the summary data and making recommendations in relation to any systemic and/or budgetary issues.

## **Roles and responsibilities**

29. The Operations Director is responsible for ensuring that:
  - a) all course-related requirements and information about support services is made available through all relevant channels to prospective and current students;
  - b) students with a disability are supported during the enrolment process to make informed decisions in relation to their enrolment;
  - c) annual reports with summary data and recommendations are submitted to the Board of Directors;
  - d) the maintenance of all records arising from this Procedure.
30. The Student Support Officer, in consultation with Course Coordinators, is responsible for determining appropriate reasonable adjustments based on specialist advice and course requirements.
31. Students are responsible for disclosing sufficient information about their needs to facilitate the provision of appropriate support.
32. The Student Support Officer is responsible for maintaining and reviewing SAPs in consultation with students and relevant staff.
33. The Academic Director is responsible for making a decision when an adjustment for a student would create unjustifiable hardship or when other circumstances would make it difficult for a student to achieve the learning outcomes of the course.
34. The Manager, Quality and Compliance is responsible for:
  - a) ensuring compliance with this Policy and related procedures;
  - b) benchmarking AHE policy and standards with those adopted elsewhere in the tertiary sector;
  - c) the monitoring of information available from the review of records relating to the implementation of this Procedure and annual reporting to the Board of Directors.

35. All staff are responsible for becoming familiar and complying with this Policy and Procedure.

## Associated information

<b>Related Internal Documents</b>	<p>Student Disability Policy          Academic Progress Policy          Admissions Policy          Assessment Policy          Course Design Policy          Enrolment Policy          Quality Assurance Policy          Student Complaints, Grievances and Appeals Policy          Student Diversity and Equity Policy          Student Wellbeing, Orientation and Support Policy          Work-Integrated Learning Placement Policy          Glossary of Terms</p>
<b>Related Legislation, Standards and Codes</b>	<p><i>Tertiary Education and Quality Standards Agency Act 2011</i>  <i>Higher Education Standards Framework (Threshold Standards) 2021</i>          TEQSA Guidance Notes: <i>Diversity and Equity, Version 1.2, Wellbeing and Safety, Version 1.2</i>  <i>Education Services for Overseas Students Act 2000</i>  <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i>  <i>Disability Discrimination Act 1992</i>  <i>Disability Standards for Education 2005</i></p>
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## Change history

<b>Version Control</b>	Version 1.2	
<b>Change Summary</b>	22-Apr-20	V1.0 Draft approved by Board of Directors (BoD) 1 May 2020
	24-July-20	V1.1 Administrative updates
	10-Oct-23	V1.2 administrative updates following TEQSA registration

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