

## **DIVERSITY, EQUITY AND INCLUSION PROCEDURE (SUPPORTING STUDENTS WITH DISABILITY)**

### **Section 1 - Purpose and Scope**

(1) This Procedure:

- a. sets out the processes to support the inclusion of students with a disability where they seek reasonable adjustments during their studies at ACPE; and
- b. applies to all staff and to students with a disability.

### **Section 2 - Definitions**

(2) In addition to the definitions in the Diversity, Equity and Inclusion Policy:

**a. Academic Inclusion Plan (AIP)** means the plan that sets out the agreed reasonable adjustments to be implemented by ACPE to support individual students with a disability. The AIP does not disclose information about the nature of the student's disability.

**b. Inherent requirements** are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit.

**c. The Universal Design for Learning (UDL)** framework guides the design of instructional goals, assessments, methods, and materials that can be customised and adjusted to meet individual needs.

### **Section 3 - Procedures**

#### **Responsibilities of ACPE**

(3) The ACPE will:

- a. deliver staff development programs that promotes:
  - (i) the principles of equal opportunity of academic opportunity for people with disability;
  - (ii) disability awareness including appropriate language and attitudes towards people with disabilities;
  - (iii) the support services provided by ACPE for students with a disability; and
  - (iv) knowledge of teaching and assessment strategies appropriate for students with disabilities; and
- b. encourage staff to foster a positive environment for students to feel comfortable to discuss issues arising from their disability that may be impacting on their studies and student experiences at ACPE. This includes making reasonable adjustments within a flexible curriculum;

- c. promote the availability of services to support students with disability through different mechanisms such as student orientation and the website; and
- d. where necessary, seek external specialist advice about reasonable adjustments or appropriate assessments.

(4) The ACPE is responsible for providing a process to support students with a disability seek reasonable adjustments for their studies, through the development of an AIP.

Note: Applications from prospective students who meet standard admission criteria for a course will not be rejected on the basis of pre-judgements of their ability to cope with the demands of the course, or of their potential employability.

- (5) Examples of reasonable adjustments that may be implemented by ACPE include but are not limited to:
- a. additional time or adjustments for assessments;
  - b. adjustments to mode of delivery of lectures;
  - c. specific and tailored learning material; and
  - d. special requirements for examinations.

### **Responsibilities of students**

- (6) Students and prospective students with disability are encouraged to familiarise themselves with the inherent requirements of the course.
- (7) To assist ACPE plan and implement appropriate services in a timely way for those seeking reasonable adjustment, students should:
- a. make early contact with the Director of Student Services and Campus Wellbeing. This may include notifying ACPE at the initial point of application about their disability;
  - b. notify and verify their requirements (including documentation) as requested;
  - c. be proactive in advising ACPE of any difficulties they encounter and proposals as to how to overcome these difficulties; and
  - d. use specialised services provided to them in a fair and effective manner.

### **Academic Inclusion Plan**

- (8) The Director of Student Services and Campus Wellbeing is responsible for the Student Services and Learning Support team and their role in;
- a. giving advice and assistance to current and prospective students about the services available to students with a disability and the process to access these;
  - b. assessing applications for and developing AIPs; and
  - c. implementing and coordinating the appropriate services in line with approved AIPs.
- (9) A nominated member/s of the Student Services and Learning Support team works with:

- a. the student to develop the AIP (normally the International and Student Progress Advisor); and
  - b. the Heads of Department, Unit Coordinators, Library Services and other work units and staff to ensure that the agreed reasonable adjustments are being made and any issues identified.
- (10) A student seeking to make an application for reasonable adjustment should:
- a. lodge the required form, which is available from ACPE, with the required documentation; or
  - b. initiate the request by the documentation submitted to the NSW Education Standards Authority (NESA) (or its equivalent) prior to the student sitting the NSW Higher School Certificate (or equivalent) along with the NESA Notice of Approved Provisions.
- (11) Students are required to submit a Health Practitioner's Report to support their application for reasonable adjustment. This Report:
- a. should be provided by the student's treating medical practitioner, psychologist and/or other relevant health practitioner who is registered with the Australian Health Practitioner Regulation Agency;
  - b. should contain recommendations about the appropriate adjustments that may be made. The ACPE will consider but is not bound by these recommendations;
  - c. should be reasonably current (not more than two years old); and
  - d. must not be signed off by a family member or close friend.
- (12) Students may also submit documentation from a family member or partner/spouse in support of their request. This will be considered supplementary evidence only.
- (13) By submitting a request for reasonable adjustment, a student consents to the ACPE contacting the health professional if it is necessary to clarify any queries about the disability and/or the impacts on the student's study plans, including possible reasonable adjustments.
- (14) The student's written consent will be sought for the purpose of distributing the AIP to appropriate staff within ACPE to support the implementation of the adjustment.
- (15) Students will be advised in writing / BY EMAIL of the outcome of the decision:
- a. to make the reasonable adjustment and a copy of the agreed AIP will be attached; or
  - b. to deny the request on the basis that the ACPE:
    - (i) is not satisfied by the relevant documentary evidence provided by the student; or

- (ii) cannot reasonably implement the adjustment due to unjustifiable hardship.
- (16) For the purposes of this process, an adjustment is reasonable if it takes into account the requirements of the student with a disability and balances the interests of all parties affected. Accordingly, consideration will be given to:
- a. the effect of the adjustment on the student's ability to successfully achieve the inherent requirements of the unit or course;
  - b. the costs and benefits of making the adjustment; and
  - c. the interests of all parties affected including those of the student with a disability, the College, staff and other students.

### **Renewal of AIPs**

- (17) Unless otherwise agreed by the ACPE, an AIP is valid for one semester. Students seeking a continuation of the agreed adjustments must meet with a member of the Student Services and Learning Support team prior to the commencement of each semester to review and if necessary, update, their AIP.
- (18) Students are responsible for providing ACPE with an updated Health Practitioner's Report when their current Report falls outside the two-year time period.

### **Right of Review**

- (19) A student wishing to seek a review of a decision may do so pursuant to the Grievances, Complaints and Appeals Policy.
- (20) A student who considers that they are not receiving the reasonable adjustments as set out in their AIP, are encouraged to contact a member of the Student Services and Learning Support team in the first instance.

### **Related matters**

- (21) Students without an AIP may request special exam conditions by submitting a *Request for Special Exam Provisions* form, which is available on the ACPE official website, with the required documentation, no later than 5 working days before the commencement of the scheduled exam week.
- (22) A student who appears affected by long-term circumstances (such as a recurring medical condition) and has sought special examination arrangements and/or special consideration for assessment tasks on a number of occasions, may be advised, for their wellbeing, to make an application for reasonable adjustment pursuant to this Procedure.

## Confidentiality and Record-keeping

- (23) All AIPs and students' confidential information will be protected and access to information will be restricted to those staff who have a legitimate need to know for the purpose of making the reasonable adjustment.
- (24) All records will be kept securely and information managed in accordance with the Privacy Policy.

## Related documents

This Procedure should be read in conjunction with but not limited to:

- a. Diversity, Equity and Inclusion Policy
- b. Grievances, Complaints and Appeals Policy & Procedure
- c. Request for Special Exam Provisions form
- d. Universal Design for Learning (UDL) Framework

Legislation:

- a. Higher Education Standards Framework 2021
- b. Tertiary Education Quality and Standards Agency Act 2011
- c. Disability Discrimination Act 1992 (Cth)
- d. Disability Standards in Education 2005 (Cth)
- e. Anti-Discrimination Act 1977 (NSW)

## Document Administration

<b>Procedure Name</b>	Diversity, Equity and Inclusion Procedure (Supporting Students with Disability)
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# Unless otherwise indicated, this Procedure will still apply beyond the Review date