

Disability Services Policy (GC)



Queensland Institute of Business Technology Pty Ltd

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Document

Document Name	Disability Services Policy (GC)
Brief Description	This Disability Services Policy sets out the approach of Griffith College relating to the management and implementation of disability services for incoming and current students.
Responsibility	Academic Director
Initial Issue Date	30/09/2004
Authorising Body	Management Committee

Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
09/09/2010	2	Policy changes prior to December 2019 are found on H drive.	Academic Director
08/08/2022	3	Reviewed in line with policy review schedule	Director, Student and Academic Services, Student Learning Advisor

Related Documents

Name	Location
Equal Opportunity and Diversity Policy	Policy HUB
Academic Support Policy	Policy Hub
Disability Standards for Education (2005)	DESE Website
Students with Disabilities Policy (Griffith University)	PDF

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1 Purpose and Scope

This policy is designed to ensure a teaching and learning environment which promotes dignity, acknowledges the right to privacy and confidentiality, and promotes an awareness of the needs and rights of students with disabilities.

1.1 Definition

Unless the contrary intention is expressed in this Policy, the following words (when used in this policy) have the meaning set out below:

Term	Meaning
Disability	In the context of this policy: A disability refers to: total or partial loss of the person's bodily or mental functions; or total or partial loss of a part of the body; or the presence in the body of organisms causing disease or illness; or the presence in the body of organisms capable of causing disease or illness; or the malfunction, malformation or disfigurement of a part of the person's body; or a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that: presently exists; or previously existed but no longer exists; or may exist in the future; or is imputed to a person; resulting in a reduced ability to access educational services including assessment tasks and a requirement for reasonable adjustments and/or support services to address these barriers
Reasonable Adjustment	Refers to administrative, physical or procedural alterations required to ensure that students with disabilities are able to participate in the learning and teaching environment on the same basis as students without a disability.

1.2 Introduction

This Disability Services Policy sets out the approach of Griffith College relating to the management and implementation of disability services in compliance with the relevant legislation.

1.3 Purpose

The policy is designed to ensure a teaching and learning environment which promotes dignity, acknowledges the right to privacy and confidentiality, and promotes an awareness of the needs and rights of students with disabilities.

1.4 Scope

This Policy has been prepared in accordance with the relevant legislation and sets out how the College complies with relevant legal standards and regulations regarding disability services.

2 Policy Statement

2.1 Principles

Griffith College is guided by the following principles:

- Students with disabilities should be able to access and negotiate each campus in safety and with ease in accordance with Griffith University's 'Student's with Disabilities Policy'.
- The College may seek information about the nature and extent of a student's disability only insofar as it relates to assessing the student's support needs and requests for reasonable adjustments.
- The support needs of students with disabilities will be assessed in consultation with them by the College's Student Learning Advisor, or nominee, on an individual basis.
- Reasonable adjustments will be provided for students with disabilities only insofar as the integrity of the course or program and assessment requirements and processes are maintained and where such adjustments do not impose "unjustifiable hardship" on the College;

- Adjustments for students with disabilities will neither advantage nor disadvantage them in comparison to other students not receiving disability support services but will be designed to ensure that students with a disability have equal access to the teaching and learning environment.
- Information in relation to a student's disability remains confidential, and will not be disclosed without prior written consent, except where necessary for ensuring ongoing support.

2.2 Unjustifiable Hardship

As outlined in the Disability Standards for Education (2005), in deciding that making adjustments for a student with a disability would result in unjustifiable hardship, the College will take into consideration:

- Additional staffing requirements;
- Provision of special resources;
- Modifications to curriculum;
- Impact on the learning environment, including the benefits and adverse impact on learning and social outcomes from the student's participation for the student, other students and staff;
- Financial incentives, including subsidies or grants available to the College as a result of the students' participation.

Where unjustified hardship is determined, the College will notify the student, or potential student, of the decision and the reasons for the decision as soon as practicable after the decision is made.

2.3 Disclosure

The College encourages individuals with disabilities to seek admission to the College regardless of their disability. The College encourages future students with disabilities to provide supporting documentation regarding the nature of their disabilities and their support needs during its marketing, admission, and enrolment processes. The College can be notified either directly or through an educational agent.

Where information regarding the nature and extent of the disability is not provided in a timely manner, the College may be unable to provide students with disabilities with specialised support.

2.3.1 Documentation

To determine appropriate reasonable adjustments, supporting documentation should indicate the nature and impact of the student's disability in the learning environment. Such evidence must be an accurate reflection of the person's current disability and would normally include medical or other professional advice, reports from previous educational institutions or government and community agencies. In some instances, a detailed independent expert assessment may be required in order to determine the nature of adjustments that are appropriate for a student enrolled in specific programs/courses.

2.3.2 Assessment

When making decisions about admission to its programs, Griffith College will treat a prospective student with a disability on the same basis as a prospective student without a disability. Griffith College does not discriminate on grounds other than academic performance-based criteria. The College refers to Griffith University Disability Services for assessment of documentation.

2.3.3 Adjustments

Griffith College will implement reasonable adjustments as recommended by Griffith University Disability Services that neither advantage nor disadvantage them in comparison with students that do not receive disability support services. Adjustments are intended to ensure that students with a disability have equal access to the learning and teaching environment and do not impose unjustifiable hardship on the College.

2.3.4 Enrolment

During the enrolment process, students can provide information about disabilities or medical conditions that may affect their studies. While the College attempts to assist and provide support to students with disabilities throughout their studies, it is incumbent upon the student to notify the College at the earliest possible time to determine appropriate adjustments. Any delay to notifying the College or submission of valid supporting documentation may delay implementation of adjustments.

Disability Support

The support needs of students with disabilities will be assessed in consultation with them by the College's Student Learning Advisor, or nominee, on an individual basis. The College will make reasonable adjustments to provide support services for students with disabilities which neither advantage nor disadvantage them in comparison to other students not receiving disability support services and assist them to achieve the intended learning outcomes.

On deciding on reasonable adjustments, the Student Learning Advisor, or nominee, may seek professional expertise in the relevant disability discipline. Any accommodation will be designed to ensure that students with a disability have equal access to the teaching and learning environment and do not impose "unjustifiable hardship" on the College.

In consultation with the student, the Student Learning Advisor, or nominee, will implement the agreed support services to ensure the student is able to achieve the intended learning outcomes. It is the responsibility of the student to utilise the support services as negotiated.

2.1 Teaching, Learning and Assessment Practices

The College supports the use of alternate strategies for teaching, learning and assessment within academic courses undertaken by students with disabilities, when such students are prevented by their disability from participating in the same manner as other students without a disability.

In consultation with the student, the Student Learning Advisor, or nominee, at the commencement of each Trimester of study will provide academic staff members responsible for teaching courses that students with disabilities are undertaking with information about any adjustments necessary for the student to participate in their courses.

Reasonable adjustments will be provided for students with disabilities which maintain the integrity of the courses or program and assessment requirements and processes and take into account the students' learning needs. Alternative strategies for assessment may include the mode of questioning, mode of response, the use of specific equipment, use of separate examination rooms and extended periods of time for undertaking assessment.

To this extent, the Student Learning Advisor, or nominee, in consultation with academic staff members, within the College shall be responsible for:

- Assessing, negotiating and implementing support services for students with disabilities;
- Academic counselling services for students with disabilities;
- Supervision and review of the progress of students with disabilities;
- Recommending teaching and assessment methods appropriate to students with disabilities as guided by Griffith University Disability Services.

2.2 Staff Development

To facilitate the full participation of students with disabilities in the College, academic and general staff within the College will be provided with the opportunity to gain the knowledge, skills and understanding necessary to meet the education, support and social needs of students with disabilities. This will be achieved through the implementation of timely, relevant and ongoing professional development activities.

3 Responsibilities

Responsibility	CDP	SLA/SC	QCM	AD	DSAS	PC/PA	CC	EC	M&A	TS
Maintain currency of policy	I	R	S	C	A	C	C	I	C	I
Connect new students with Disability Support		C		S	S	S	S	S	R, A	S
Initial meeting to determine student needs		R		S	A	S				
Liaise with Griffith University Disability Services to determine support and adjustments		R		S		S				
Approval of funding for student support	I	S	I	C	R	C			I	
Confirm support adjustments with student and confirm consent to share information		R			A					
Add notes on support requirements to student management system		R			A					
Notify relevant teaching staff and exam coordinator/s of student requirements		R		A	C	I	I	I		I
Implement adjustments for student support in classes and assessments		C		A		S	R			R
Review student support adjustments each subsequent trimester		R		I	A	C	C	C		C

CDP = College Director & Principal, SLA = Student Learning Advisor, SC = Student Counsellor, QCM = Quality & Compliance Manager, AD = Academic Director, DSAS = Director, Student & Academic Services, PC/PA = Program Convenor/Program Advisor, CC = Course Convenor, EC = Exam Coordinator/s, M&A = Marketing & Admissions Staff, TS = Teaching Staff

R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed

4 Compliance

4.1 General

The Academic Director will ensure staff are informed about this Policy through staff meetings and communications.

Students will be made aware of this Policy through the College website, digital campus and communication and support from Support team.

4.2 Relevant Legislation

Griffith College is required to comply with a range of legislation and regulation both at a state and a federal level. Policies and procedures developed within Griffith College are done so in accordance with the legislative framework within which the College operates. Griffith College has a responsibility to satisfy state and federal legislation and regulation including, but not limited to:

- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Anti-Discrimination Act 1991 \(Qld\)](#)

4.3 Review

This Policy is tested and reviewed at least every 24 months and when at the time of any changes to the regulatory compliance requirements, legislation, regulation and guidelines. This review process aims to ensure alignment to appropriate strategic direction of Griffith College and continued relevance to Navitas' current and planned operations.

4.4 Records Management

All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Policy	Academic Director	Policy Hub	Permanently with control in place for revisions	Policy Hub archive